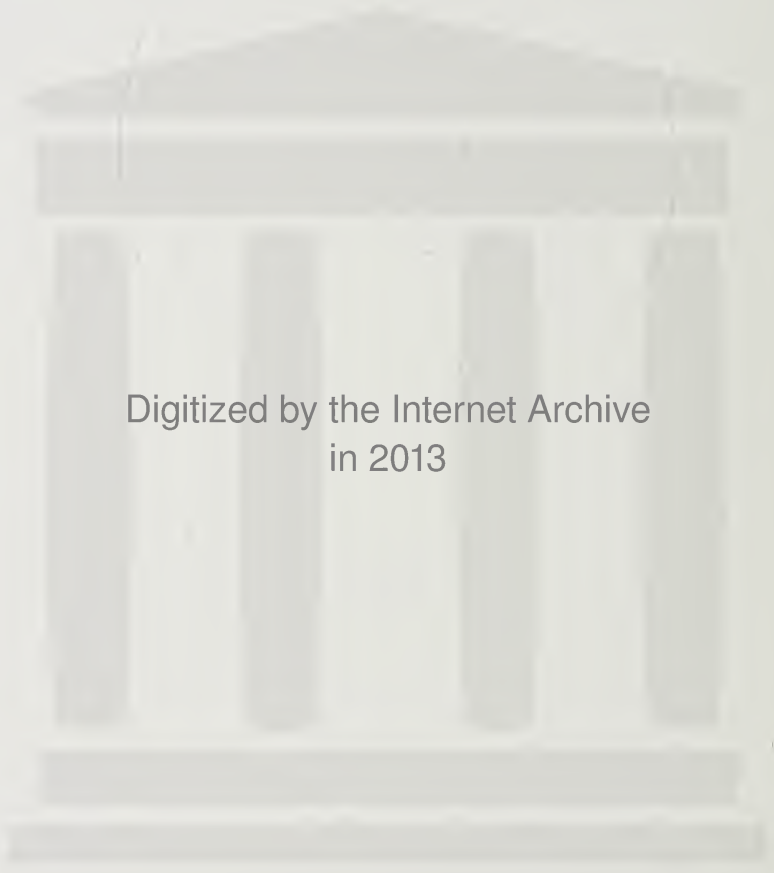




LaGrange, Georgia

Bulletin 2001-2002



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VOLUME CLX

SEPTEMBER 2001

NUMBER 1

BULLETIN
LAGRANGE, GEORGIA

CATALOGUE ISSUE

2001-2002



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CHANGE OF REGULATIONS

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

Note: For information, regulations and procedures for graduate study, please see the *Graduate Bulletin*.

For the Albany campus, see related catalogue material separately published.

CALENDAR, 2001-2002

The 171st Academic Year

Fall Semester 2001

August 20	New faculty assemble
August 21	Faculty and staff workshops
August 27-29	New student orientation
August 29	Registration for new and returning students not prepaid—Registrar's Office, Smith Hall. Advisors for freshman, transfer and readmitted students are available. Late registration fee after this date.
	Fair on the Square, Lafayette Square—5:00 p.m.
August 30	Classes begin
	Opening Convocation—7:00 p.m.
September 3	Labor Day—College closed—No classes
September 7	End drop/add period and late registration. No refunds for individual courses dropped after 5:00 p.m. "I" grades must be changed to permanent grades.
October 1,2	Interim Term Pre-registration
October 3	Last day to drop a class with an automatic "W"
October 4,5	Fall Break—No Classes
October 10	Midterm
October 12-14	Special Olympics
October 19-21	Homecoming/Parents Day
October 22-30	Advising period and pre-registration for students. Students completing degree requirements by end of spring term should file petitions for graduation. Students may declare majors. Advisors available.
November 10	Fall Visitation Day
November 16	Last day to drop a class
November 20	Last day of classes before Thanksgiving break
November 21-23	Thanksgiving holidays—Administrative offices open Nov. 19-21
November 26	Classes resume after Thanksgiving break
December 1,2	Christmas on the Hill
December 4	Last day of class
December 5	Reading Day
December 6-12	Exams
December 12	Begin term break—5:00 p.m.
December 17	Grades due
	Last day to pre-pay or confirm pre-registration for Interim and Spring Terms 2002; otherwise, pre-registered students must go through registration, January 2, 2002.

December 21	Holidays for administration and staff begin
December 26	Administrative offices open

Interim Term, January 2002

January 1	Administrative offices closed
January 2	Residence halls open Registration for new and returning students not prepaid– Registrar's Office, Smith Hall. Advisors available Mandatory first meeting for all Interim term classes, 2:00 p.m. Graduation petitions for May graduates due in Dean's Office.
January 7	End drop/add, 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
January 11	Last day to drop a class with an automatic "W"
January 18	Last day to drop a class
January 21	Martin Luther King, Jr. Day– College closed. No classes.
January 30	Last day of class
February 8	Interim term grades due

Spring Semester 2002

January 31	Registration for new and returning students not prepaid– Registrar's office, Smith Hall. Advisors for freshman, transfer and readmitted students are available.
February 1	Classes begin
February 8	End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration.
February 15-16	Scholars' Weekend
March 1	Last day to drop a class with an automatic "W"
March 2	Make-up for snow, if necessary
March 9	Spring Visitation Day
March 22	Midterm
April 1-5	Spring break–administrative offices open.
April 22 - May 3	Advising period and pre-registration for upper class students. Students completing degree requirements in summer or fall should file petitions for graduation. Students may declare majors. Advisors available.
April 30	Last day to drop a class
May 3	Honors Day
May 4	May Day
May 7	Last day of class
May 8	Reading Day
May 9-14	Exams
May 15	Grades due for graduates by 12:00 noon

May 17	Graduation rehearsal, faculty marshals and student marshals attend–9:30 a.m. Senior brunch–faculty invited.
May 17	Grades due 5:00 p.m.
May 17	Baccalaureate at First United Methodist Church–7:00 p.m.
May 18	Graduation on Quadrangle–8:30 a.m.
May 27	Memorial Day–College closed

Summer I Term 2002

June 2	Residence halls open
June 3	Registration–Registrar’s Office, Smith Hall
June 4	All classes meet
June 7	End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
June 14	Last day to drop a class with an automatic “W”
June 28	Last day to drop a course
July 4	Holiday–no classes
July 5	12:00 and 2:00 classes have exams during class times
July 8	7:30 and 9:30 classes have exams during class times
July 9	Grade reports due at noon

Summer II Term 2002

July 7	Residence halls open
July 8	Registration–Registrar’s Office, Smith Hall
July 9	All classes meet
July 12	End drop/add, 5:00 p.m. No refund for individual classes dropped after this date.
July 19	Last day to drop a class with an automatic “W”
August 2	Last day to drop a class
August 9	12:00 and 2:00 classes have exams during class times
August 12	7:30 and 9:30 classes have exams during class times
August 13	Grade reports due by noon



ABOUT LAGRANGE COLLEGE

LaGrange College is called through The United Methodist Church to challenge the minds and inspire the souls of students by improving their creative, critical and communicative abilities in a caring and ethical community.

Mission

LaGrange College, established in 1831, is owned by the North Georgia Conference of the United Methodist Church. LaGrange College is proud of this relationship and believes that its mission is an extension of the work of The United Methodist Church. LaGrange College is committed to the free, uninhibited pursuit of truth. Academic freedom and free expression of faculty and students are integral to the LaGrange College ethos. LaGrange College is committed to challenging the minds and inspiring the souls of students by improving their creative, critical and communicative abilities. Faculty recognize the part they play in a student's development by serving as mentors and role models. The total LaGrange College program—curricular and co-curricular—is designed to challenge and support students as they deal with fundamental issues of self, world, and God.

The principal curricular methods by which the College assists students in the improving of their creative, critical, and communicative abilities is an interdisciplinary, technologically sophisticated liberal arts program (A.A., B.A., B.S., B.M.), professional programs in business (M.B.A.) nursing (B.S.N.) and education (B.A., M.Ed., M.A.T.) The principal co-curricular means is through a comprehensive program of student life and athletics.

LaGrange College strives to be a caring and ethical community. The hallmark of the LaGrange College community is the quest for civility, diversity, service, and excellence.

Adopted by Faculty, Administration, and Board of Trustees, 1997; reaffirmed by Board of Trustees on October 20, 2000.

History and Description

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now The University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The College became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On the Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of the United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and pre-engineering.

LaGrange College offers the Bachelor of Arts degree with sixteen majors, the Bachelor of Science degree in five areas, the Bachelor of Music and the Bachelor of Science in Nursing degree. The Master of Business Administration degree, the Master of Arts in Teaching, and the Master of Education degree in Early Curriculum and Instruction are offered. The Associate of Arts degree is offered in one area.

LaGrange College operates on the modified (4-1-4) semester system for day classes. In addition there is an evening session during the regular year and in the summer. During the regular school year, the night classes follow a modified quarter system. The summer is divided into two sessions of day classes and one seven-week session in the evening. For all day classes, credits earned are semester hour credits.

The College draws more than half of its student body from Georgia. However, students from at least one-third of the other states in the U.S. and from abroad nourish a rich

cosmopolitan and international community which includes various religious and ethnic backgrounds.

Georgia's leader in granting academic credit through the College Level Examination Program, the College also offers travel seminars, field study programs and internships. Students in the college's nursing division receive supervised learning experiences in many area medical facilities. Campus art exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the College. The College has a service learning program unlike any in the state.

The College is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and a marina within the city limits of LaGrange.

Accreditation

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the degrees of Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Master of Education, Master of Arts in Teaching, and Master of Business Administration.

LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges, and the Georgia Foundation for Independent Colleges. The Georgia Professional Standards Commission, which confers professional certificates upon college graduates meeting requirements in early childhood, middle grades, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The Bachelor of Science in Nursing program is accredited by the National League for Nursing.

The undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

Other Sessions

The Evening Studies Program at LaGrange College provides the opportunity for adult learners to earn an undergraduate degree without sacrificing their professional and personal responsibilities. Students may enroll in full-time or part-time programs leading to a B.A. in Business Administration or an A. A. in Liberal Studies. Designed to be

accessible for the working adult, the degree programs may be completed through attendance at night courses scheduled in three 9-week terms offered each year.

Additional information is contained in the Evening Studies Program **Bulletin**.

LaGrange College at Albany

The academic program at LaGrange College at Albany has been created in direct response to community and area needs. An extensive needs assessment in southwest Georgia was initiated prior to the planning and development of the program for LaGrange College at Albany. The research results stressed the need for a program for non-traditional students that would enable them to complete a baccalaureate degree. The program offers a modular course schedule with a predictable structure of course offerings, costs, and outcomes. The program emphasizes leadership knowledge and skills in the workplace and in the community.

Additional information is contained in the Albany **Bulletin** or by calling 229-420-8000.



THE LAGRANGE COLLEGE CAMPUS

William and Evelyn Banks Library

The librarians and staff take great pride in the high level of service that is offered at the Banks Library. All incoming students receive library instruction and orientation. The librarians frequently collaborate with the teaching faculty for course-specific library instruction. They often serve as mentors in a partnering relationship that includes the teaching faculty, librarians, and students. Both individual and group instruction is offered through the highly qualified staff.

The Banks Library provides up-to-date resources that support the curriculum and general information needs of students and faculty. Those resources include over 135,000 cataloged volumes, 121,000 microfilm units, over 70 GALILEO databases and indexes, over 100 scholarly journals in electronic format through JSTOR, subscriptions to 500 journal titles, and a video and CD collection. Many library resources can be accessed through the campus-wide fiber optics network and through the Internet.

Open seven days per week for a total of 81 hours per week, four professional librarians, three paraprofessionals, and student assistants staff the library. The library is named in memory of a former chairman of the LaGrange College Board of Trustees and his wife.

Separate Education and Music and Art areas provide easy access to library materials for those disciplines in a comfortable environment. A Multi-Media Center provides students access to the Internet, word processing, presentation software, E-MAIL, and the library's Online Catalog and databases. The Multi-Media Center offers students and faculty use of a scanner, a computer projector, a digital camera, and computer workstations in a classroom setting.

Group study rooms, study carrels, video viewing-rooms, and a large conference room are all available for use by LaGrange College students and faculty.

Compact, movable shelving has reclaimed space for comfortable seating and study. The cherry wood end panels and comfortable seating help create an inviting atmosphere for study and research.

The Banks Library seeks to fulfill the mission of the college through the provision of information and information services supporting the curriculum and research needs of students and faculty.

Cason J. Callaway Science Building

Built in 1972, this three-story brick building with latest equipment for instruction in general science, biology, chemistry, math, and physics. The building is named in memory of a former member of the College's Board of Trustees.

Fuller E. Callaway Academic Building

Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses the Departments of Nursing, Psychology, History and Political Science, and Human Services.

Warren A. Candler Cottage

Completed in 1929 as a home for the college president. The Candler Cottage now houses the Alumni, Public Relations and Advancement offices.

Lamar Dodd Art Center

Completed in 1982, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the College's outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who was reared in LaGrange and whose paintings won international recognition.

Louise Anderson Manget Building

Built in 1959 and renovated in 2001, the Louise Anderson Manget Building houses the Division of Humanities, including the Departments of English, Latin American Studies and Modern Languages, and Religion and Philosophy.

Pitts Hall

Completed in 1941, this two-story brick women's dormitory was renovated in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W. I. H. Pitts and in honor of their daughter, the late Miss Margaret Adger Pitts, a former college trustee. The Pitts were long-time supporters of the College.

Price Theatre

Completed in 1975, this dramatic arts building seats 280 and houses classrooms for the Department of Theatre Arts, faculty offices, scenery workshop, dressing rooms, costume room, actors' lounge, and a black box theatre.

Quillian Building

Built in 1949 and named in memory of a former president, Hubert T. Quillian, who served from 1938-1948, this building provides offices for the President, the Vice President for Academic Affairs and Dean, the Executive Vice President for Administration, the Business Office, and Institutional Research.

Smith Hall

The oldest building on the campus, the main portion of the building was constructed in 1842 of handmade brick formed from native clay. An addition was built in 1887 and a major renovation was completed in 1989 at a cost of over \$2.5 million. Ready for the 21st century, the building now houses offices, classrooms and seminar rooms. Smith Hall was named in memory of Mrs. Oreon Smith, wife of a former president of the College, Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

Sunny Gables

Built in 1926 and purchased by LaGrange College in 1973, Sunny Gables is undergoing renovation.

The Chapel

Built in 1965, the materials used in the construction of the Chapel link it with Christian worship in LaGrange and other parts of the world. Included in the structure are two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; and a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the College is in session.

J. K. Boatwright Hall

Completed in 1962, this three-story brick building serves as a men's dormitory. J. K. Boatwright Hall is named in memory of a long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1956-1962.

Hawkes Hall

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. After a major renovation costing \$1.4 million, the building houses women students on second, third, and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of long-time supporter of the College, Winifred Adams Nixon '33.

Waights G. Henry, Jr. Residence Hall

Completed in 1970, this five-story brick building provides student housing. The building is named in honor of the late Dr. Waights G. Henry, Jr., who served as president of the College from 1948-1978, and as chancellor from 1978 until his death in 1989. This building also houses a 24-hour computer lab and tutoring center open to all students.

William H. Turner, Jr. Hall

Built in 1958, this three-story brick building provides women's housing. The building is named in memory of William H. Turner, Jr., a textile executive of LaGrange who was a benefactor of the College, a long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1929-1950.

Alfred Mariotti Gymnasium

Built in 1959, the Mariotti Gym houses physical education classrooms and facilities for indoor athletics. The facility is named in memory of Coach Alfred Mariotti, the College's basketball coach from 1962-1974 and member of the faculty until his retirement in 1979.

Margaret Adger Pitts Dining Hall

Completed in 1962 and renovated in 1998, this two-story brick building houses the dining area, kitchen, and students' common space. The building is dedicated in honor of the late Margaret Adger Pitts, a former College trustee.

Callaway Campus

Acquired by the College in 1992 as a gift from Callaway Foundation, Inc., the campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc. donated funds to build a state-of-the-art lighted soccer field in 1995. The Callaway Campus also includes softball fields.

Callaway Auditorium

Built in 1941, this building provides space for approximately 1,400 spectators. It contains a 30 by 46-foot center elevated stage, concession area with full kitchen, and meeting rooms.

Charles D. Hudson Natatorium

The swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 by 150 feet. The cabana and bathhouse were built in 1956. The oversized pool has been divided into an outdoor pool and a natatorium. The complex is now equipped for a year-round aquatics program. The Natatorium is named in honor of Dr. Charles D. Hudson,

long-time chair of the Board of Trustees and recently retired chair of the Board's Executive Committee.

Callaway Educational Building

Built in 1965 and renovated in 1994, the building houses the Music Department, Offices of Intercollegiate and Intramural Athletics, and Offices of the Department of Health and Physical Education. The facility includes state-of-the-art electronic music equipment, a recording studio, a fitness center, a gymnasium, and faculty offices.

Cleaveland Field

Cleaveland Field opened in 2000 as LaGrange College's new \$2.21 million baseball facility. Callaway Foundation, Inc. gave a challenge grant as well as the land to honor Philip Cleaveland, who served the College as a trustee for 19 years.

Other Resources

Information Systems

In 1991, LaGrange College became committed to creating a fiber-optic network of mini-computers that would allow students and faculty to access the network anywhere on campus, including residence hall rooms. Since 1994, the number of computer laboratories has grown from seven to twelve. Students can access World Wide Web from virtually any site on campus to find information ranging from stock prices to Russian recipes. Specific details regarding the technological environment at LaGrange College can be found in the Information Systems section of this **Bulletin**. Future technological direction on campus includes the addition of more interactive multimedia learning environments.

Coleman Health Center

The location for Student Health Services provides a day clinic for the LaGrange College Community. For details students should consult the student handbook.

ADMISSION

LaGrange College seeks to admit students who demonstrate the ability to benefit from a quality liberal arts education. In the selection of students, careful attention is given to the academic ability of each candidate.

Procedure for Applying for Admission

Students wishing to attend LaGrange College must submit an application for admission. This application and supporting documents should be submitted at least one month prior to the beginning of the semester in which entrance is desired. Applicants may enroll any semester though the majority of students begin study during the fall term.

Required Admission Documents

Freshman	Transfers
1. LaGrange College application	1. LaGrange College application
2. Application fee	2. Application fee
3. Official high school transcripts	3. Official transcripts of all previous college work (transfers with fewer than 45 quarter or 30 semester hours earned must also submit high school transcripts and SAT or ACT scores.)
4. Official SAT or ACT scores	4. Application essay
5. Application essay	

To be considered an official document, transcripts should be submitted directly to LaGrange College in a sealed envelope from the student's host institution. Institutional records personally delivered to LaGrange College by a student must also be in a sealed envelope to be considered official. Photocopies or faxed transcripts are not considered official.

After the submission of all required documents, a minimum of two to three weeks is required to complete the application process. The Office of Admission notifies applicants of their application status shortly after review by the Admission Committee. Admission to the College is tentative, pending satisfactory completion of academic work in progress.

After an offer of admission is extended, candidates wishing to accept the offer of admission are asked to submit an admission deposit. The admission deposit serves to reserve space for the student in the incoming class. The amount of the admission deposit

is \$100 for commuting students and \$200 for boarding students. The \$100 deposit will be considered a credit toward tuition for the first semester. The additional \$100 for residential students serves as a room reservation deposit and will reserve a space in the residence halls for the student. The admission deposit is fully refundable provided the student submits a written request to the Office of Admission by the following dates: May 1 for Fall Semester, December 1 for the Interim (January) Term, and Spring Semester. The room reservation deposit is refunded to students upon graduation or withdrawal from LaGrange College, as long as there are no outstanding monetary charges against the student's account.

LaGrange College invites interested students to visit the campus. Individual admission appointments may be scheduled by contacting the Office of Admission at 1-800-593-2885 or by e-mail at lgradmis@lgc.edu. Please contact the Office of Admission at least one week prior to the date you want to visit.

Academic Admission Requirements

Freshmen Admission: Prior to enrollment, an applicant is expected to complete graduation requirements from an approved high school.

LaGrange College students come from a variety of public and private secondary school backgrounds. Preference is given to applicants who have strong academic preparation in high school. A typical matriculant will have completed at least the following number of units:

English	4
Social Studies	3
College Preparatory Mathematics (Algebra I, Algebra II, Geometry, etc.)	4
Science	3
Foreign Language	2

Desirable electives include additional academic courses in languages, mathematics, and the sciences. A basic understanding of computer science is also encouraged.

Recognizing that situations sometime arise that make the completion of a standard college preparatory curriculum unworkable, LaGrange College will consider students for admission who have completed 16 units with a minimum of 12 units in the following areas:

English	4
Social Studies	3
Mathematics	3
Science	2

Scores from either the SAT (administered by the College Entrance Examination Board) or ACT (administered by the American College Testing Program) are required of all

freshman applicants. Test results should be sent directly to LaGrange College, preferably by January of the student's senior year of high school.

Mature students with an irregular educational background may qualify for admission by achieving satisfactory scores on the tests of General Educational Development (GED), High School Level. These students may also waive the SAT/ACT requirement.

LaGrange College takes many factors into account in making admission decisions. These factors include a student's grade point average, course work, standardized test scores, admission essay, extracurricular and co-curricular activities. Students may be accepted to LaGrange College in one of several categories.

Regular Admission: Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic course work and proof of high school graduation.

Provisional Admission: This program is designed for applicants who are unable to meet the standard admission criteria but who appear to have the potential to succeed at LaGrange College. Students in this program must earn a grade point average of 1.6 during the first semester of college work. All courses are taken for full credit. Further information on this program is available from the Director of Admission.

Home-schooled students: LaGrange College welcomes home-educated students to apply for admission. In addition to the items requested for freshman admission, home schooled students are asked to provide a bibliography of all high school literature including instructional texts and two letters of recommendation. At least one of the letters must be from outside the home.

Early Admission: Early admission is possible for academically talented students who have completed their junior year of high school. To qualify for early admission, a student must meet specific academic criteria including a B+ or better high school average in a college preparatory program and completion of 15 of the 16 prescribed units, with a minimum total of 16 units. Students seeking early admission must also earn a minimum composite score of 1100 on the SAT or 25 on the ACT. A minimum of 550 on the verbal portion of the SAT or a minimum of 24 on the English subject area of the ACT is highly desirable. An interview is required for all early admission candidates.

Joint Enrollment: LaGrange College encourages qualified eleventh and twelfth grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may wish to consider participating in the Georgia Post-Secondary Options Program. Students wishing to apply for the joint enrollment program or Georgia Post-Secondary Options Program must submit the following materials: an application for admission, application fee, recommendation letter from the student's principal or headmaster, SAT or ACT scores, and a high school average that indicates that the student has the academic ability to be successful in the program.

Students applying for the Georgia Post-Secondary Options Program must also submit an official recommendation from the high school counseling office.

Transfer Admission: Students attending another institution may apply for transfer to LaGrange College provided they are eligible to return to their current institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. Prior to admission to LaGrange College, the Office of Admission must receive all necessary documents, including official transcripts of all college course work. Applicants may enroll at the beginning of any semester.

LaGrange College accepts course work from regionally accredited colleges and universities. Academic credit is normally given to students for grades of "C" or above. Acceptable credit from a junior college is limited to 60 semester hours. Students enrolling from other senior colleges may be able to receive additional semester credit but LaGrange College residency requirements, the core curriculum, and appropriate major course work must be satisfied. Transfer students who have attempted any developmental-level course work must provide evidence that they have completed all requirements and successfully exited the program prior to evaluation by the admission committee. Members of Phi Theta Kappa may qualify for academic scholarships reserved for members of this society.

Transient Admission: Students currently enrolled in good standing at another college may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Transient Application for Admission, which is available in the Admission Office. A permission letter from the student's home institution certifying status and granting permission for specific transient course work may also be sent.

Non-degree Undergraduate Admission: Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Admission Office. Students classified as non-degree undergraduate students may become regular, degree-seeking students by meeting requirements for regular admission. No more than 6 credit hours earned under this classification may be applied toward a degree.

Readmission to LaGrange College: Following an absence from LaGrange College of 3 or more semesters, or any time a student was not in good standing during the last term of attendance at LaGrange College, any student deciding to return to attempt additional course work must submit an Application for Readmission. This form is available in the Office of Admission. Students absent from LaGrange College for 2 semesters or less, and who were in good academic standing when he/she last attended LaGrange College may re-activate his/her file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he/she left LaGrange College, then the student, if

readmitted, is treated as a new transfer student. Students fitting this description are subject to the **Bulletin** in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. However, students who have been out of school for four calendar years or more re-enter LaGrange College under the **Bulletin** in force at the time of readmission and resumption of study.

International Student Admission : Admission to LaGrange College requires submission of the international student application, application fee, and translated and certified documents attesting to the student's academic performance in secondary and/or university studies. Students seeking admission may submit one of the following to prove English proficiency:

- Minimum TOEFL score of 500 (173 computer-based);
- Certificate of completion of level 109 from the ELS Centers, Inc.
- Grades of "C" or better on G.C.E., G.S.C.E, or C.X.C. English examinations or equivalent tests;
- Minimum SAT verbal score of 450;
- Minimum ACT English section score of 21.

If the prospective student is in the United States, an interview at the college is desirable and may sometimes be substituted for a TOEFL score. The Director of Admission should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.



FINANCIAL INFORMATION

Payment of Charges

All charges for the semester are due and payable at registration, and each student is expected to make satisfactory arrangements at that time.

Students who pre-register and pay in advance of the deadline each semester are not required to attend final registration.

Realizing that some families prefer to pay charges on a monthly basis, the College has made arrangements with Academic Management Services to offer interested parties this type of service. The plan is an agreement between the parent and the company; there is no involvement by LaGrange College in the agreement. For additional information, contact the Business Office. LaGrange College also offers a deferred payment option that allows the student to make monthly payments to cover the costs of his/her education. A service charge will be assessed students who choose the Deferred-Payment Plan.

Expenses

Admission

Application for Admission (non-refundable)	\$ 20.00
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Tuition

A. Undergraduate

(1) Part-time per semester hour (1-11 or greater than 15)	510.00
(2) Full-time (12-15 semester hours)	6,180.00
(3) Nursing (NSG) courses – per semester hour	505.00

B. Summer Term

Summer Term charges are listed in the Summer Brochure. Students may write for information regarding offerings and charges.

C. Audit (per semester hour)	510.00
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Room and board (per semester) – Henry, Pitts, Hawkes,

Boatwright and Turner	2,568.00
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(Note: All students living in dormitories are required to pay room and board.)

Private rooms are available at an additional charge (per semester)	525.00
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After the beginning of the semester any student occupying a double room alone will be charged the private rate. If a student occupying a double room alone does not wish to pay the private room rate, it is that student's responsibility to find a suitable roommate.

Willingness to accept a roommate will not constitute grounds for waiving the single room charge.

Fees – miscellaneous

Late registration	20.00
Personal checks/credit cards failing to clear	15.00
Student Identification Card Replacement Fee	5.00

Document Fee (International Students)	175.00
Parking Permit	15.00
Testing Fee (All New Students)	60.00
Room deposit (refundable)	100.00
Admission Deposit (New Students)	100.00

Summary of Standard Charges

	<u>Per Semester</u>	<u>Per Year</u>
Non-Dormitory Students:		
Tuition (full-time with 12-15 hours)	\$6,180.00	\$12,360.00
Dormitory Students:		
Tuition (full-time with 12-15 hours)	\$6,180.00	\$12,360.00
Room and Board	<u>2,568.00</u>	<u>5,136.00</u>
	8,748.00	17,496.00

All LaGrange College undergraduate degree-seeking students taking twelve or more hours who have been residents of the state of Georgia for twelve consecutive months are eligible to receive a Tuition Equalization Grant regardless of need. The amount of this grant for 2001-2002 is expected to be \$1,100.

In addition, those Georgia students who are entering freshmen as Hope Scholars (B or better high school grade point average) will receive a \$3,000 per year academic scholarship from the Georgia Hope Scholarship program as long as they maintain a "B or better" average.

Fees relating to the LaGrange College's Evening and Graduate Programs are included in a separate bulletin pertaining to those programs. You may contact the College to receive a copy of those publications.

Federal Tax Credits

The Tax Reform Act of 1997 provided two tax credits for higher education. The "Hope Credit" provides a \$1,500 tax credit for the first two years of postsecondary education in a program that leads to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses are for tuition and fees and do not include room, board, books, insurance, and other similar expenses.

The second tax credit is the "Lifetime Learning Credit" which provides a \$1,000 per year tax credit (per family). For additional information about these two credits, please consult the Business Office or your tax preparer.

These tax credits are phased out as your modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits.

Depending upon individual requirements, a student may expect to spend \$750 to \$1,000 per year on books and personal expenses.

The above charges are applicable to an academic year of two semesters duration. Summer Term costs and curriculum are available in a separate bulletin.

Nursing students should consult with the Nursing Division concerning required nursing supplies and their projected costs.

All students must present proof of health insurance at the time of registration and complete a waiver form including provider name and policy number. If the student has no insurance, the College will make a charge for limited coverage group sickness and accident insurance coverage.

Official transcripts and diplomas are withheld for any student who has a financial obligation to LaGrange College.

Credit Balances

Students who have a credit balance on their student accounts receivable may obtain a credit balance refund within fourteen (14) calendar days whichever is the latest of:

- the date the balance occurs,
- the first day of classes of a payment period or enrollment period, as applicable, or
- the date the student rescinds authorization given the school to hold the funds.

Refund and Repayment Policies

Refund Policies

No refund of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refund will be made for individual courses dropped after dates established by the school calendar.

Refunds will be processed within thirty (30) days of notification of an “official withdrawal.” An official withdrawal date is defined by:

- the earlier of date student began school’s withdrawal process or date student otherwise provided “official” notice; or
- if student did not notify school, the midpoint in the term; or the date of student’s last attendance at documented academically-related activity, or
- if student did not notify due to circumstances beyond student’s control, date related to that circumstance.

Refund Policies – Tuition and Fees

A student who plans to withdraw from the College must make an official notification of his/her plan. At LaGrange College, the Registrar's Office has been identified as the official office of notification. The student should also consult the Financial Aid Office and the Business Office to determine the financial consequences of a complete withdrawal.

The Department of Education requires all unearned Title IV aid to be returned to the program from which such aid was awarded. The College will apply a credit to the student's account for all unearned "institutional charges." The Department of Education defines "institutional charges" as all charges for tuition, fees, and room and board, and expenses for required course materials, if the student does not have a "real and reasonable opportunity" to purchase the required course materials from any place but the school.

In the event of a **complete withdrawal** from college after registration, refunds of "institutional charges" will be made in the following manner. The College is required to calculate the amount of Title IV aid the student has earned during the term. This is accomplished by dividing the number of days a student completes in a credit-hour term by the total number of days within the term (excluding breaks). If the resulting percentage is less than 60 percent, only that portion of the aid is the student eligible to receive with the residual being returned to the Title IV program. Once the student has completed 60 percent of the term, the student will have earned 100% of the Title IV aid. Tuition credits will be applied to the student's account in the same manner as the return of Title IV funds. After the student has completed 60 percent of the term, there will be no refund of tuition charges made by the College.

In certain cases, these refund requirements may leave an indebtedness on the student's account. This may also require the student to reimburse the Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is therefore imperative that the students fully discuss the ramifications of withdrawing with the Financial Aid Office prior to making a final decision.

A student will not receive a refund until all financial aid programs have been reimbursed. Refunds will be returned in the order indicated below:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal Perkins Loan Program
- Federal PLUS Program
- Federal Pell Grant Program
- Federal SEOG Program
- Other Title IV Programs
- Other state, private, or institutional assistance programs
- To the student

Refund Policies – Room and Board

There is no refund of the room deposit if the student does not enroll. No refund of room or board will be made if a student withdraws from the dormitory after registration. In the event of complete withdrawal from College, there is no refund of room charges. The board rate will be rebated at the rate of \$15 per day from the date of final registration.

Student Repayment Policy

Students who receive cash disbursements after registration for that enrollment period will be assessed liability for repayment of the appropriate percentage of the refund due the Title IV programs upon withdrawal, expulsion, or suspension.

Students who receive cash disbursements that are attributable to Federal Pell or SEOG programs may owe a repayment of these funds to LaGrange College to prevent an overpayment. A student who owes a repayment will be deemed ineligible for any financial assistance from any source until the student has resolved the overpayment. Repayments will be allocated to the student aid programs in the following order: Pell Grant, SEOG, other Title IV programs, and then to the institution.

Students have 45 days from the date of their notification to make arrangements for repayment of the aid received. If they fail to make satisfactory arrangements within the 45-day time period, the account will be submitted to the Department of Education and the student could lose future eligibility for financial aid programs.

FINANCIAL AID

Philosophy

LaGrange College believes that the student and parents should contribute to the educational expenses of attending a college or university to the extent of their ability. The Financial Aid Office is available to assist families in meeting the difference between the cost of education at LaGrange College and what the family can contribute. The Financial Aid Office at LaGrange College attempts to defray the cost of education from all available Federal, State, and institutional sources. The student should be prepared to assume a measure of responsibility in meeting educational expenses through self-help financial aid sources such as student loans and work programs.

General Information

Students in need of financial assistance must complete a federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student income and asset information needed to determine eligibility for financial aid. This information is used in a federal need analysis calculation to determine the Expected Family Contribution (EFC).

The Financial Aid Office establishes a Cost of Attendance Budget that discloses the annual costs for a student to attend LaGrange College. The Cost of Attendance includes tuition, fees, room, board, books and supplies, and living expenses. Other components of the Cost of Attendance, which is applied on an individual basis, are childcare expenses, study abroad, and the purchase of a computer. These items may require documentation from the student. Below is the Cost of Attendance Budgets for the 2001-2002 academic year.

Dependent Undergraduate Day Program	\$20,221
Independent Undergraduate Day Program	22,510
Dependent Undergraduate Nursing Program	22,971
Independent Undergraduate Nursing Program	25,260

The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the family's EFC is less than the Cost of Attendance, a financial need is established. The Financial Aid Office attempts to meet the financial need of applicants with federal, state, and institutional grants and scholarships, work programs, and student loans.

Financial Aid Application Procedures

Applicants for financial aid must:

- Apply and be accepted as a degree-seeking student in an eligible program at LaGrange College.
- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA annually.
- Complete and submit a LaGrange College Financial Aid Application.
- Complete a Georgia Tuition Equalization Grant Application, if applicable.
- Submit all required documents for verification if selected.

Verification

Verification is the process of evaluating the accuracy of financial information provided on the Free Application for Federal Student Aid. The U.S. Department of Education randomly selects approximately 30% of all financial aid applications for verification. The Financial Aid Office may select additional applications for verification if conflicting or incomplete information exists. A financial aid award cannot be provided until the verification process is completed.

Students selected for verification will be asked to verify, at a minimum, the following: adjusted gross income, federal income tax paid, earned income credit, family size, number of family members in college, and untaxed income. Most students will be asked to complete a verification worksheet and provide copies of applicable federal tax returns. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processor. The results are usually received within seven days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be mailed.

Financial Aid Eligibility Requirements

In general, to be eligible for financial assistance, the applicant must:

- Be an U.S. Citizen or permanent resident alien of the United States.
- Be accepted for admission or currently enrolled in an approved degree-seeking or teacher certification program.
- Be making Satisfactory Academic Progress towards the completion of your degree program.
- Not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan.
- Not owe a refund on a federal or state grant.
- Not have borrowed in excess of federal loan limits.
- Be registered with Selective Service, if required.

Student Financial Aid Rights and Responsibilities

Students have the right to know:

- The procedures for applying for financial assistance and eligibility requirements
- Financial aid resources available and eligibility requirements
- Refunds and Repayment Policy in the event of complete withdrawal from school
- Cost of Attendance at LaGrange College
- Deadlines for applying for financial aid
- When and how financial aid award will be disbursed
- Loan indebtedness and estimated monthly payments
- Academic Programs available at LaGrange College
- Name of associations and agencies accrediting the institution and its programs
- Campus Security Statistics
- Athletic Program Participation Rates and Financial Support Data
- Completion and Graduation Rates

Students have the responsibility to:

- Submit complete and accurate financial aid applications.
- Observe all deadlines for submission of financial aid documents.
- Maintain regular class attendance in all courses for which financial assistance was awarded.
- Maintain satisfactory academic progress towards the completion of their chosen degree or certification.
- Notify the Financial Aid Office and lenders of any change in address or name.
- Complete required Entrance and Exit Interviews for Federal Stafford and Federal Perkins Loan.
- Respond to all communications regarding student loans and financial aid awards.
- Comply with all eligibility requirements for financial aid award funds.
- Be conscientious in attendance and quality of work when participating in a work-study job.
- Repay student loan received for education pursuits regardless of whether he/she graduates.

Satisfactory Academic Progress

The United States Department of Education requires institutions of higher education to establish a satisfactory academic progress policy to be applied to all recipients of federal financial aid. Satisfactory academic progress means that the student is progressing in a manner consistent with fulfilling their degree or certification requirements. Satisfactory academic progress is evaluated throughout the course of the degree program. A Satisfactory Academic Progress policy must include two components: qualitative and quantitative. Qualitative measures cumulative grade point average. Quantitative measures the number or percentage of courses completed. The quantitative component

also establishes the maximum time frame for completing a degree program. Financial aid recipients must meet **both** of these standards to receive financial aid. The standards established in the Satisfactory Academic Progress policy applies to the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), Federal Parent Loan for Undergraduate Students (PLUS), Federal Work Study, HOPE Scholarship, Georgia Tuition Equalization Grant (GTEG), State Service Cancelable Loans, LaGrange College Grant, Lettie Pate Whitehead Grant, Clark and Ruby Baker Grant, all LaGrange College Academic and Merit scholarships, and LaGrange College Work Aid.

Note: HOPE scholarship guidelines require a cumulative grade point average of 3.0 to maintain eligibility.

Qualitative Standard

Undergraduates

Federal regulations require a student to have a grade point average that is consistent with the institution’s policy governing academic progress. LaGrange College has set the following minimum grade point average requirements. The Registrar and Academic Dean monitor this component of the policy each term.

Classification	Minimum Cumulative Grade Point Average
Freshman	1.65
Sophomore	1.75
Junior	1.85
Senior	2.0

Quantitative Standard

Undergraduate Students

Students receiving funds from any of the financial programs covered under this policy must demonstrate measurable progress toward the completion of their degree program. LaGrange College requires students to successfully complete 67% of the credit hours for which the student enrolls each academic term. The credit hours considered under this policy will be those for which the student is registered at the conclusion of late registration. Grades of A, B, C, or D are considered as successful completion of a course. Grades of F, W, WF, NR, or I are considered failing and do not count as successfully completed courses. Audited courses are not considered in either the quantitative or qualitative standards.

Maximum Time Frame

Federal regulations allow a student to receive financial assistance for no more than 150% of the credit hours required to complete the degree program. Therefore, students pursuing a bachelor's degree must complete their program within 162 attempted semester credit hours. Most students will complete the program within the time frame. However, frequent withdrawals from courses or school, change of major, failed courses, repeated courses, or courses taken that are not related to your degree program could jeopardize financial aid eligibility. All attempted hours are considered when reviewing maximum time frame.

Transfer students must complete their program within a maximum of 162 attempted semester credit hours. Hours transferred to and accepted by LaGrange College from other institutions are considered in the maximum time frame. For example, if a student has 75 credit hours acceptable towards their degree program, the student may receive financial assistance for 87 additional credit hours.

Students pursuing an additional bachelor's degree are allowed an additional 60 semester hours to complete the degree.

Evaluation

The cumulative academic history of all financial aid recipients is reviewed each term to determine if the student is meeting the quantitative, qualitative and time frame standards. This includes all courses attempted regardless of whether financial aid was received or not. Transfer grade point averages are not considered in either of these standards. However, accepted transfer credits hours will be considered in the maximum time frame for completing a degree program. Students who fail to meet **both** of these standards will be placed on financial aid probation. Students placed on financial aid probation are eligible for financial aid during the probationary term. If the student does not meet the satisfactory academic progress standards at the end of the probationary term, future financial aid will be terminated effective with the next term of enrollment. Students whose financial aid is terminated may appeal to the Financial Aid Appeals Committee for re-instatement of financial aid. The chart below indicates the minimum credits a student must earn to meet the quantitative standard.

Total Attempted Hours	Minimum Earned Hours
30	20
60	40
90	60
120	80
150	100
180	120

Appeal Process

Student financial aid recipients who lose their eligibility for financial aid may appeal in writing to the Financial Aid Appeals Committee *except for loss of eligibility due to time frame*. Appeals must be submitted in writing to the Director of Financial Aid outlining any mitigating circumstance(s) that influenced the student's academic performance, documentation of circumstance(s), if applicable, and the manner by which the deficiency will be resolved. The Director will convene the Financial Aid Appeals Committee to evaluate the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing of the decision of the Committee and any conditions associated with reinstatement. Students whose appeals are approved will receive financial aid on probationary status for the next term of enrollment and will have their academic performance reviewed at the end of that term for continued eligibility.

Student Financial Aid Policy

Each year the Financial Aid Office receives more applications for financial assistance than funds are available. Funding for Federal Pell Grant and Federal Stafford Loans are available throughout the academic year. However, grant assistance is awarded on a first-come, first-served basis. In awarding, first priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking and unclassified students are not eligible for financial assistance.

All institutional and state grant programs (LaGrange College Grant, Lettie Pate Whitehead, Clark and Ruby Baker Grant, Academic and Merit Scholarships, HOPE Scholarship, Governor's Honor and Georgia Tuition Equalization Grant) require full-time enrollment. Students enrolling less than full-time in a degree-seeking or teacher certification program are eligible for a Federal Stafford or Federal Perkins loan and Federal Supplemental Educational Opportunity Grant. Pell eligible students may receive a prorated amount of their Pell award based on their enrollment status.

Students interested in only Georgia Tuition Equalization Grant, or academic, merit, and HOPE scholarships are not required to complete a Free Application for Federal Student Aid (FAFSA). However, HOPE Scholars are required to complete a Georgia Tuition Equalization Grant Application to confirm residency.

Students completing a Free Application for Federal Student Aid and receiving financial aid assistance must report any scholarships, grants, or loans received from outside sources. This includes employer reimbursement or educational benefits, Veteran Administration Educational Benefits (for veterans and/or their dependents or spouse), Veteran or Vocational Rehabilitation Educational Assistance. These resources must be considered in awarding federal, state, and institutional financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.

A student's enrollment status will be based on the credit hours for which the student is registered and attending at the conclusion of late registration. All financial aid awards

will be calculated using final registration information. The chart below indicates the enrollment status for financial aid programs.

Enrollment Status	Undergraduate
Full-time	12 or more credit hours
Three-Quarter Time	9-11 credit hours
Half-time	6-8 credit hours

Sources of Financial Aid

LaGrange College in an effort to recognize and reward academic excellence provides academic scholarships to eligible freshmen and transfer students. All students accepted for admission are considered for academic scholarships. The most prestigious are competitive and are awarded during the Scholar Weekend Competition held in February.

Competitive Scholarships

The Presidential Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school, SAT or ACT test scores, and interviews with the Scholarship Selection Committee. Recipients of this prestigious award receive full tuition, mandatory fees, and room and board.

The Thompson Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school, SAT or ACT test scores, and interviews with Scholarship Selection Committee. Five scholarships are awarded annually in the amount of \$8,000.

The Cunningham-Traylor Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school, SAT or ACT test scores, and interviews with the Scholarship Selection Committee. Ten scholarships are awarded annually in the amount of \$5,500.

Academic Achievement Scholarships

LaGrange College Academic Achievement Scholarships are awarded to incoming freshmen on the basis of academic record, ACT or SAT test scores, extracurricular activities, and admission essays. The number of scholarships varies with awards ranging from \$1,000 - \$4,500 per year.

Phi Theta Kappa Scholarship is a two-year, renewable academic scholarship awarded to qualified transfer students who are U.S. citizens or a permanent resident aliens fully inducted into Phi Theta Kappa Honor Society. Recipients must hold Associates of Arts or Associate of Science degree from an accredited two-year college and have earned a minimum grade point average of 3.5. This scholarship is \$6,000 annually.

Transfer Scholarships are awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 3.0 or higher. The number of scholarships varies with awards ranging from \$2,000 - \$3,000 per year.

Federal Financial Aid Programs

Federal Pell Grant is awarded to undergraduate students pursuing a first bachelor's degree. The student's Expected Family Contribution, Cost of Attendance, and enrollment status determines the Pell award. Students enrolling less than full-time qualify for a prorated amount of Pell Grant based on their enrollment status.

Federal Supplemental Educational Opportunity Grant is awarded to undergraduate students with exceptional financial need. Priority is given to students eligible for Federal Pell Grant.

Federal Work-Study provides employment opportunities for undergraduate and graduate students with financial need to defray educational expenses. Jobs are available on campus and off-campus in community service activities. Student wages are at least the federal minimum wages and are paid monthly.

Federal Perkins Loan is a low interest, repayable loan awarded to undergraduate and graduate students with exceptional financial need. The interest rate is 5% and no interest accrues on the loan while the borrower is enrolled half-time and during the grace period. Repayment begins nine months after graduating or withdrawal from school. This loan program has cancellation provisions for critical fields of study. Contact the Financial Aid Office for more information.

Federal Stafford Loan is a low interest, repayable loan available to undergraduate and graduate students regardless of income. The interest rate is variable on Stafford loan but will not exceed 8.25%. The interest rate is adjusted each July 1. Federal Stafford Loans allow for a six (6) month grace period before the borrower begins repayment. Borrowers have a maximum of ten (10) years to repay their student loan. Loans are available through banks, credit unions, and other lending institutions. The only qualification for receiving a Federal Stafford Loan is to meet the eligibility requirements for financial assistance. The student is not subject to credit approval for this loan. All eligible financial aid participants may borrow from the Federal Stafford Loan program.

The Stafford Loan Program is composed of two loan types, subsidized and unsubsidized. A **subsidized loan** is awarded on the basis of financial need. Subsidized loan borrowers will not pay interest on the loan while enrolled in school, during the grace period or during authorized periods of deferment. The federal government pays the interest. An **unsubsidized loan** is not awarded on the basis of financial need. Any student regardless of income may participate in this loan program. However, interest does accrue while the student is enrolled in school, during the grace period, and during periods of deferment. The borrower has the options of paying the accrued interest or having the interest

capitalized. Capitalization adds the interest to the principal amount of your loan. This option will increase your loan indebtedness.

The annual maximum awards from the Federal Stafford Loan Program are based on the borrower's classification and dependency status as indicated in the chart below.

Annual Loan Limits

Classification	Dependent	Independent
Freshmen	\$2,625.00	\$ 6,625.00*
Sophomores	\$3,500.00	\$ 7,500.00*
Juniors and Seniors	\$5,500.00	\$10,500.00*

*Only the dependent student amounts may be subsidized. The additional \$4,000 for freshmen and sophomores and the additional \$5,000 for juniors and seniors are unsubsidized funds.

The Federal Stafford Loan Program has a maximum aggregate (lifetime) limit on the amount of funds a student may borrow. The aggregate loan limit for undergraduate dependent students is \$23,000. An undergraduate independent student may borrow a maximum of \$46,000 (\$23,000 subsidized and \$23,000 unsubsidized.)

Federal Parent Loan for Undergraduate Students (PLUS) is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrower up to the cost of attendance less other financial aid. The interest rate will not exceed 9%. Unlike the Federal Stafford Loan program, PLUS borrowers must be credit worthy to qualify for this loan and repayment begins within 60 days of the loan disbursement. If the parent borrower is denied a PLUS, the borrower may appeal to the lender if an extenuating circumstance exist.

Loan Repayment

Student loans are excellent sources of financial assistance in defraying education costs. However, borrowers should always remember that they are obligated to repay these loans. LaGrange College encourages students to borrow responsibly. The chart below provides typical repayment information of student loans and assumes that Unsubsidized Stafford Loan borrowers paying accrued interest while enrolled and during their grace period.

Amount Borrowed	Number of Payments	5% Payment	5% Total Interest	8.25% Payment	8.25% Total Interest	9% Payment	9% Total Interest
\$ 1,000	18	\$ 58	\$ 40	\$ 59	\$ 67	\$ 60	\$ 73
2,000	36	60	158	63	265	64	290
2,625	48	60	277	64	466	65	511
3,000	60	57	397	61	671	62	737
3,500	72	56	558	62	949	63	1042
4,000	84	57	749	63	1279	64	1406
5,000	120	53	1364	61	2359	70	2861
5,500	120	58	1500	67	2595	70	2861
6,000	120	64	1637	74	2831	76	3121
7,000	120	74	1910	86	3303	89	3641
8,000	120	85	2182	98	3775	101	4161
8,500	120	90	2319	104	4011	108	4421
9,000	120	95	2455	110	4246	114	4681
10,000	120	106	2728	123	4718	127	5201
11,000	120	117	3001	135	5190	139	5721
12,000	120	127	3273	147	5662	152	6241
13,000	120	138	3546	159	6134	165	6765
14,000	120	148	3819	172	6606	177	7281
15,000	120	159	4092	184	7077	190	7802
16,000	120	170	4365	196	7549	203	8322
17,000	120	180	4637	208	8021	215	8842
18,000	120	191	4910	221	8493	228	9362
19,000	120	202	5183	233	8965	241	9882
20,000	120	212	5456	245	9437	253	10402
21,000	120	223	5729	257	9908	266	10922
22,000	120	233	6001	270	10380	279	11442
23,000	120	244	6274	282	10852	291	11962
24,000	120	255	6547	294	11324	304	12482
25,000	120	265	6820	307	11796	317	13003
26,000	120	276	7092	319	12268	329	13523
27,000	120	286	7365	331	12739	342	14043
28,000	120	297	7638	343	13211	354	14563
29,000	120	308	7911	356	13683	367	15083
30,000	120	318	8184	368	14155	380	15603
32,000	120	339	8729	392	15099	405	16643
34,000	120	361	9275	417	16042	430	17683
36,000	120	382	9820	441	16986	456	18724
38,000	120	403	10366	466	17930	481	19764
40,000	120	424	10911	490	18873	506	20804
42,000	120	445	11457	515	19817	532	21844
44,000	120	467	12003	539	20761	557	22884
46,000	120	488	12548	564	21704	582	23925

Georgia Student Assistance Programs

The State of Georgia provides several financial aid programs to assist residents of Georgia. Recipients of these programs must meet financial aid eligibility and Georgia residency requirements. For most state grants, a Georgia resident is one who has physically lived in the state for a minimum of 12 consecutive months for some purpose other than to attend school and intends to remain in the state indefinitely. An applicant for financial aid will be considered a resident of Georgia if he/she can demonstrate that he or she has physically resided in the state for twelve consecutive months prior to the first date of enrollment and can provide documentation of intent to remain indefinitely. Acceptable documentation of intent to remain indefinitely includes but is not limited to a Georgia driver's license, voter registration card, automobile registration or other definitive evidence. Residency is established twelve months from the date the documentation was issued. ***The residency of the supporting parent drives the residency of a dependent student.*** The Director of Financial Aid makes final determination of residency.

Georgia Tuition Equalization Grant is a non-need-based grant awarded to Georgia residents attending a private college or university as a full-time student. The annual amount is contingent upon funding by the Georgia Legislature. The amount of the grant beginning Fall 2001 is \$1,100.

The HOPE Scholarship Program has provided scholarship assistance for Georgia residents since 1993 as a result of the Georgia Lottery and the efforts of former Governor Zell Miller. Georgia residents who graduated from high school on or after June 1996 with a 'B' average are eligible for \$3,000 per year scholarship to attend a Georgia private college or university. HOPE Scholars attending a private college or university must be full-time to qualify. HOPE scholars must maintain a 3.0 grade point average for continued eligibility. HOPE Scholars will be evaluated at increments of 30, 60, and 90 semester hours.

Students who did not graduate from high school as a HOPE Scholar may become eligible for the HOPE Scholarship after completing 30, 60, or 90 semester hours. This is provided the student's cumulative grade point average is a 3.0 or better; the student was a Georgia resident at the time of enrollment at a Georgia college or university and at the time the student becomes eligible for the HOPE Scholarship. The calculation of grade point averages for HOPE purposes must include all courses attempted since graduating from high school.

HOPE Promise Scholarship provides forgivable loans to undergraduate students who plan to teach in Georgia upon completing their education degree. Applicants must be of junior standing with a 3.0 or better grade point average. ***Georgia residency or full-time attendance is not a requirement.***

Law Enforcement Personnel Dependents Grants provides non-repayable grants of up to \$2,000 per year to eligible Georgia residents who are dependent children of Georgia

law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty.

Service Cancelable Stafford Loans provide forgivable Stafford loans to Georgia residents who are pursuing degrees in areas where there is a critical shortage of qualified professionals. The terms and conditions of a service cancelable loan are the same as for a Federal Stafford loan except the student may cancel the loan in full by working one year at an approved Georgia location for each academic year funding was received. The cancellation benefit will be principal and accrued interest. The only approved critical field at LaGrange College is nursing. Funding in this program is limited. Awards are made on a first-come, first-served basis.

LaGrange College Financial Assistance Programs

LaGrange College assists students in defraying the cost of attending our institution by offering institutional grants, scholarships and student employment to eligible students.

LaGrange College Grant is available to undergraduate degree seeking students enrolled full-time. Eligibility is based on financial need and academic promise. Recipients of this grant must maintain a minimum cumulative grade point average of 2.0 or better.

Lettie Pate Whitehead Grant is available to female students enrolled full-time with financial need. Eligible recipients must reside in Georgia, Alabama, South Carolina, Tennessee, Florida, Mississippi, or Louisiana. The funds are made possible by an annual gift from the Lettie Pate Whitehead Foundation.

LaGrange College Methodist Scholarships are available to active members of the United Methodist Church. These scholarships are non-need based and are awarded based on academic excellence, church activities, essay, and recommendation from minister.

LaGrange College Work Aid Program provides students, regardless of financial need, with opportunities to earn additional money for school through employment in campus departments and community service activities.

Disbursement of Financial Aid

All financial aid funds are credited directly to the student's account. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the student. Financial aid funds are for educational expenses and those students who fail to enroll or attend classes are not eligible for their financial aid award. Disbursements will only be made to students who have submitted all required documents for disbursement, are registered and have begun attendance in all classes, are meeting Satisfactory Academic Progress standards, and are enrolled for the appropriate number of credits hours to establish eligibility for individual financial aid programs. Financial aid disbursements are based on the recipient's enrollment status at the conclusion of late

registration. Below are individual enrollment and eligibility requirements for disbursement of financial aid programs.

Federal Pell Grant and Federal Supplemental Educational Opportunity Grant

These programs do not require full-time enrollment. However, awards are prorated based on the recipient's enrollment status.

HOPE Scholarship and Georgia Tuition Equalization Grant

Recipients of these grants must maintain full-time enrollment and regular class attendance for 14 days beyond the conclusion of late registration to establish eligibility for these grants. Students who withdraw or are administratively withdrawn from a course resulting in an enrollment status of less than full-time before the end of the eligibility period will forfeit funds for that semester.

LaGrange College Grant, Academic, and Merit Scholarships

LaGrange College Grant and Lettie Pate Whitehead Grant recipients must enroll full-time to receive these funds and maintain a 2.0 or better grade point average to qualify for these funds. Academic and Merit Scholarship recipients should refer to their scholarship letter regarding renewal criteria.

Student Loans

Recipients of Federal Perkins and Federal Stafford must be enrolled at least half-time on the day of disbursement to qualify for their loan proceeds. Borrowers who fail to register half-time or drop below half-time will have their loan funds returned to the lender and future disbursements cancelled. New borrowers and transfer students are required to complete Federal Stafford and/or Federal Perkins Loan entrance counseling before loan proceeds will be disbursed. Federal Stafford loans are disbursed electronically and credited to the student's account. Perkins borrowers must sign their promissory note for each disbursement of their loan.

Other Grants and Loans

Scholarships, grants, and loans from external sources will be disbursed as specified by the donor.

Work Programs

Participants in Federal Work-Study and LaGrange College Work Aid programs are paid monthly. Payroll checks are available on the 10th day of each month in the Business Office. Signed timesheets are due in the Financial Aid Office on the last working day of the month.

Disbursement of Excess Financial Aid

Students with residual financial aid funds after tuition, fees, room, board, and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the first day of classes or 14 days from the date the credit occurs (if after final registration). All refunds must be retrieved from the Business Office and requires a picture ID before disbursement. If the student wishes to leave the credit balance on their account for subsequent terms, he/she must sign an authorization form with the Business Office.

If there are residual financial aid funds as a result of a PLUS loan, the refund will be issued only to the parent borrower unless otherwise specified.

Student Financial Aid and Federal Tax Implications

Students receiving scholarships and grants that exceed their tuition, fees, books and supplies should be aware that these funds are taxable under federal and state tax law. It is important that students maintain records of their grants and scholarships and documentation of educational expenses for reporting purposes.

Federal tax law allows for only qualified scholarships and grants to be excluded from income. Qualified scholarships are any amount of grant and scholarship received that is used for tuition, fees, books, supplies and equipment required for course instruction. Scholarships and grants that are specifically designated for educational expenses other than those described under qualified scholarships (room, board, transportation, or living expenses) are taxable.

For information, please read IRS Publication 520, "Scholarships and Fellowships," for more details on reporting requirements or consult a tax professional.

Suspected Fraud

Institutions are required to report cases of suspected fraud to the Office of the Inspector General of the Department of Education, or, if more appropriate, to the state or local law enforcement agency having jurisdiction to investigate these allegations. Fraud may exist if the institution believes the applicant misreported or altered information in order to increase their financial aid eligibility or fraudulently obtain federal funds.

STUDENT LIFE

The Student Life staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

Student Life involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness programs, parking, food service, discipline, leadership development, personal counseling, career development and placement, fraternities and sororities, and all residence programming. The Student Life staff is committed to creating a positive climate within which personal growth and development occur.

Aims of Student Development Services

- To facilitate the transition from high school to college.
- To develop and sustain—through student-involvement activities, organizations and services— a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.
- To assist students in discovering life goals and exploring career opportunities.
- To create an environment which stimulates qualities of self-discipline and personal responsibility.
- To provide a suitable context whereby the student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.
- To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.
- To serve a supervisory role in campus disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.
- To mediate, where necessary, conflicts between individuals and campus community standards.
- To provide a comfortable, clean, safe environment that enhances the personal growth as well as the academic pursuits of resident students.
- To collect retention data and to suggest/plan programs and strategies to increase retention based on data collected.

Residence Programs

Resident Classification

Freshmen, sophomores and juniors taking twelve or more hours are required to live in college housing, so long as appropriate campus housing is available. The Office of Student Development may exempt a student for one of the following reasons:

1. The student is 21 years of age or over at the time of registration;
2. The student is married and living with spouse within a radius of fifty miles;
3. The student is residing exclusively with parents or legal guardian within the radius of fifty miles; or
4. The student is a veteran with at least two years of active military service.

Effective with the freshman class entering in the Fall of 2002, all full-time, undergraduate, unmarried students enrolled in the Day Program will be required to live on campus. A student may be exempt if he/she resides with parents or legal guardian within a 30 mile radius.

A senior is defined as a student who has successfully completed at least 81 semester hours of academic work and who has completed the general requirements. The Student Development Office will have the final decision on all requests for exemption.

Students are assigned rooms of their choice in so far as facilities permit. (Roommates are assigned by mutual preference whenever possible.) The college reserves the right of approval of all room and residence hall assignments. Also, the college reserves the right to move a student from one room or residence hall to another room or residence hall during the year. Resident students are required to subscribe to the board plan. (See student handbook, page 43.)

Room Deposit

A room and tuition deposit of \$200 is required of all resident students. The room deposit (\$100) is not a prepayment to be applied to residence hall charges but will remain on deposit with the College to be refunded, provided the student's account with the College is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: July 15 for fall semester, December 15 for spring semester. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves the college housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in the student handbook.

Residence Hall Activities

Each housing unit has a hall council which functions as a governing body and also a coordinating committee to plan activities within the residence halls such open houses, movie nights, decorating contests and other special events. The Hall council representatives are elected by their respective residence hall floors.

Student Government and Other Organizations

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the College, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting students programs. They sponsor concerts, dances, movies, and many other special events.

Student publications are supported by the LaGrange College; these include the newspaper, yearbook, and a magazine.

All clubs and organizations are sanctioned by LaGrange College. These include:

Social Sororities	Alpha Omicron Pi Kappa Delta Phi Mu
Social Fraternities	Delta Tau Delta Kappa Sigma Pi Kappa Phi
Service Clubs	Alpha Phi Omega Hilltoppers The Environmental Club Habitat for Humanity
Religious Organizations	Baptist Student Union Interfaith Council Wesley Fellowship Fellowship for Christian Athletes
Honorary Organizations	Alpha Psi Omega (drama) Delta Mu Delta (business administration)

	Delta Omicron, Gamma Phi Chapter (music honor students) MBA Association Lambda Alpha Epsilon (social work) Phi Alpha Theta (history) Omicron Delta Kappa (leadership) Omicron Delta Epsilon (economics) Psi Chi (psychology) Sigma Tau Delta (English) Phi Eta Omega (pre-health professions) Kappa Delta Pi (Education Honor Society)
Departmental/Special Interest Groups	CRIS- Campus Recreation and Intramural Sports Student Nurses Association Art Student League Business and Economics Society Student Education Association Association of Computer Machinery
Student Publications	<i>The Quadrangle</i> (yearbook) <i>The Hilltop News</i> (paper) <i>The Scroll</i> (magazine)

The student handbook is published by the Student Development Office and contains guidelines and regulations for successful campus life.

Athletic Program

LaGrange College is a member of the NAIA and is a probationary member of the NCAA Division III. College colors are red and black. Intercollegiate teams compete in women's soccer, basketball, cross country, volleyball, softball, swimming and tennis and men's baseball, basketball, cross country, golf, soccer, swimming and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The coaching staff is a group of highly qualified teachers who stress the educational aims of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that encourages and promotes a strong academic regime. Students are given the opportunity to

participate fully in their given sport and to compete with other teams locally, statewide, and regionally.

Philosophy Statement for Intercollegiate Athletics

Intercollegiate athletics at LaGrange College provide students with an integral complement to their total educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind and participation in co-curricular offerings, the college is committed to providing a program of intercollegiate athletics that is student-centered for both participants and spectators. The college believes that the primary function of intercollegiate athletics at a small, church-related, liberal arts college is one of a high quality co-curricular complement to its overall mission. As such, academics have priority over athletic or other co-curricular pursuits.

LaGrange College seeks to recruit and retain student athletes who understand the balance of priorities between academics and co-curricular programs, whether the latter are athletics, the performing arts, or other student activities. The college employs coaches who understand that balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. Because the college awards no financial aid based upon athletic ability, the aim of student-athlete recruitment by coaches is not solely for athletic success but rather for student contribution to the college's enrollment goals, although by no means do those have to be mutually exclusive.

The college embraces a commitment to instill and develop the values of superlative ethical conduct and fair play among its athletes, coaches, spectators, and other constituents. Further, LaGrange College recognizes that student-athletes are role models to their peers as well as representatives of the college, and the college actively encourages student-athletes to conduct themselves in a manner which befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The College will invest sufficient resources to ensure that medical and athletic training services are available to all athletes at appropriate times. It shall strive to ensure that all individuals on all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded an equal opportunity to develop their potential as a student-athlete.

Campus Recreation and Intramural Sports (CRIS)

The Campus Recreation and Intramural Sports program provides opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball (regulation, 3 on 3, H*O*R*S*E), domino's dash, softball,

badminton, tennis, water volleyball and pickle ball. Winners of the campus tournaments in some of these events are eligible to represent LaGrange College in state or regional tournaments. Special awards are presented to the men's and women's groups with the highest participation rates and best record for the entire year. In addition, male and female "Athletes of the Year" are selected.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex: recreational swimming and lap swimming all year round in the indoor pool; the aquarius water work-out stations, water aerobics or aqua exercise or aqua exercise class (non-credit); diving on the one-meter and three-meter diving boards.

The facilities and equipment of the Physical Education Department also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (canoes, sailboats, backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The fitness center, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.

Religious Life

College is a point of transition. Regardless of the student's age or reason for being on campus, college is a turning point. It is a time of exciting intellectual and social growth. During their collegiate experiences, students will wrestle with new ideas, discover new interests, and explore issues of intimacy and identity. In contrast, the struggle to define identity and personal values is an opportunity for spiritual growth and faith development. Therefore, Religious Life programs at LaGrange College offer students a chance to examine their faith, to assess what is important, and to forge a system of values that will sustain them through their adult years.

Growing out of its history of service and its affiliation with The United Methodist Church, LaGrange College is committed to creating a caring and ethical community that challenges student's minds and inspires their souls. As a result, the College offers a number of opportunities for students, faculty and staff members to celebrate life and explore God's intention for human living. Included in these opportunities are occasions for worship, fellowship, and service. Chapel services are scheduled every Sunday at 10:00 p.m., and there are special worship services throughout the year. Book discussion groups and student forums are scheduled throughout the year. The Alternative Spring Break Initiative during the College's Spring Break allows interested students, faculty and staff members to experience life and service in another culture.

Office of the Chaplain

The College employs a full-time chaplain who is available for counseling and informal conversation. The Chaplain engages with many different people throughout the campus community. In all the Chaplain does, the goal is to enable a clearer understanding of

what one believes, of how one relates to one's own faith and to those of other faiths. As such, much of the Chaplain's work is done in conversation with individuals and small groups for questions on matters of faith on campus; offering liturgical/sacramental services; assisting students with vocation discernment, and addressing pressing moral, ethical and theological questions.

Mission of the Chaplain's Office

The mission of the Office of the Chaplain is to lead the members of the college community in fostering a sustaining vision for a caring and ethical community through faith development, worship, and vocational discernment. This vision is manifested by:

- Efforts within college community to discern the ways in which one is called to respond to his/her individual dreams from God.
- Efforts that help students grow as a "sign and instrument" of the Peaceable Realm for common good.
- Efforts to enrich humanity and the world through the articulation of ethical and religious values and their implications.

Programs, Exhibitions and Forum Lectures

A balanced and comprehensive program of lectures, music performances, dramatic presentations, workshops and other activities contribute to student enrichment. Tuesdays and Thursdays from 11:00 a.m. until 12:20 p.m. are reserved for programs, exhibitions, and forum lectures.

Traditional Activities

Homecoming and Parents Day	Fall weekend featuring concert, parade and culminating with crowning of Queen.
May Day	Step sing and concert
Greek Week	Week of activities centering around campus Greek life
Quadrangle Dance	Spring Formal scheduled around Valentine's Day

There are a number of activities planned by the SGA in both terms. Please consult the Student Handbook for specific dates.

Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemly standard of conduct. As an educational institution the college is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the college are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The College reserves the right to dismiss at any time a student who, in its judgement, is undesirable and whose continuation in the school is detrimental to himself or his fellow student.

Furthermore, students are subject to federal, state and local laws as well as college rules and regulations.

A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the administration of the college may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or college regulations. This principle extends to conduct off campus which is likely to have adverse effect on the college or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in the student handbook.

Sexual Harassment Policy

All members of the College community have the right to be free from sex discrimination in the form of sexual harassment. Sexual harassment may take two forms: (1) creating a hostile environment, and (2) "quid pro quo".

A hostile, demeaning, or intimidating environment created by sexual harassment interferes with an individual's full and free participation in the life of the College.

Sexual harassment "quid pro quo" occurs when a position of authority is used to threaten to impose a penalty or withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships:

student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

Sexual harassment may result from many kinds of behavior. These behaviors may range from the most egregious forms, such as sexual assault, to more subtle forms. Explicit behaviors include, but are not limited to, requests for sexual favors, physical assaults of a sexual nature, sexually offensive remarks, and rubbing, touching or brushing against another's body. More subtle behaviors may be experienced as intimidating or offensive, particularly when they recur or one person has authority over another. Such behaviors may include, but are not limited to unwelcome hugs or touching inappropriate staring, veiled suggestions of sexual activity, requests for meetings in non-academic settings, and risqué jokes, stories, or images.

Accusations of sexual harassment which are made without good cause shall not be condoned. Such accusations are indeed grievous and can have damaging and far reaching effects upon the careers and lives of individuals.

Any member of the College community having a complaint of sexual harassment may raise the matter informally and/or file a formal complaint. The informal process is an attempt to mediate between the parties in order to effect a mutually agreeable solution without entering into the formal hearing process.

Informal Procedures

The following informal procedures may be followed:

- Clearly say "no" to the person whose behavior is unwelcome.
- Communicate either orally or in writing with the person whose behavior is unwelcome.
- The most effective communication will have three elements:
 - (1) A factual description of the incident(s) including the time, place, date and specific behavior.
 - (2) A description of the complainant's feelings, including consequences of the incidents.
 - (3) A request that the conduct cease.
- Speak with a department chair, dean, director, counselor, or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- In the case of harassment of a student, it may be appropriate first to seek advice of his or her advisor.

Formal Procedures

To initiate a formal grievance procedure the complainant shall submit a written statement to the chair of the Review Subcommittee of the Academic Standards Committee who shall report the complaint to the President of the College. The President, after such consultant as is deemed appropriate, will request the names of several persons from each party to the dispute, and the President shall choose one person's name from each list to be added to the three-person Review Committee. Member of the Committee will meet to discuss the complaint. Unless the Committee concludes that the complaint is without merit, the parties to the dispute will be invited to appear before the Committee and to confront any adverse witnesses. The Committee may conduct its own inquiry, call witnesses, and gather whatever information it deems necessary to assist in reaching a determination as to the merits of the accusation. Once a determination has been reached, the Committee shall report its finding to the President of the College.

Possible outcomes of the investigation are (1) that the allegation is not warranted and cannot be substantiated, (2) a negotiated settlement of the complaint, or (3) that the allegation is substantiated requiring a recommendation to the President that disciplinary action be taken.

Student Health Services

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office.

For a description of health services available to LaGrange College students, refer to the student handbook.

Career Planning and Placement Center

The LaGrange College Career center provides services to students, alumni and staff. The counselor assists students with the total career development process.

From their first year at LaGrange College, students are encouraged to use Center's resources to identify and prioritize their values, interests, and skills and to recognize the impact they have on career decisions.

The Career Center provides resources to support students in locating part-time employment, internships, fellowships and graduate assistantships, summer jobs, and full-time, career employment. Additional resources and training provide students with job search skills (resume preparation, interview skills, etc.) as well as graduate school application skills (e.g., test preparation, online resources).

LaGrange College is a member of the Georgia Consortium of College which each year provides a Career Fair in Atlanta that enables our seniors and recent graduates to meet with employers from over one hundred industries and agencies.

Personal and Academic Counseling

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career. The counseling office, located at the end of Smith Hall directly behind the patio, offers a variety of counseling services to assist students in reaching their academic and personal goals. The counseling office does this by providing short-term personal counseling in the following areas: resolving conflicts, adjustment to college life away from home, relationships with friends and family members, reducing stress, feelings of depression, eating disorders, and alcohol or substance abuse. The counseling office also provides study skills workshops, maintains the campus-tutoring center, and offers one on one academic coaching. In addition, the counseling office works with students who have documentation of a learning disability to ensure that the students receive the accommodations they need to help reach their academic goals. The counseling office also strives to help students make the most of themselves as developing persons, to be more effective in their relationships with others, to understand feelings and behavior, and to enhance positive traits. Discussions are confidential in keeping with professional standards.

Vehicle Registration

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have an affixed current decal. These decals are issued to students, along with a copy of existing parking regulations. There is a fee. Failure to adhere to published policies may result in vehicles being towed.

Student Appeal of Decisions

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

I.. Student Life:

(a) A disciplinary decision rendered either by a duly constituted student judicial board or to the Dean of Students. Disciplinary decisions rendered originally by the Dean of Students may be appealed in writing to the Vice President and Dean

for Student Life and Retention who shall seek, in an informal conference, to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Vice President will deliver the appeal to the Student Affairs Committee of the faculty for its determination.

(b) Other grievances in the area of student life may be appealed to the Dean of Students. If the grievance involves an original decision rendered by the Dean of Students, the decision may be appealed as above.

II. Financial Aid. See the Financial Aid Section.

III. Academic Matters. See the Academic Regulations and Procedures Section.



INFORMATION TECHNOLOGY AND ACADEMIC SUPPORT SERVICES

In order to promote and support the administrative, academic and research interests and responsibilities of students, faculty and staff, substantial information technology is provided at LaGrange College. This technology consists of a networked system of workstations and services designed to encourage and improve the computer literacy of the user environment. Contributing to the personal and professional growth of all members of the College community, this technology is accessed in all areas of the LaGrange College campus.

William and Evelyn Banks Library

William and Banks Library supplies its patrons with information access on the main floor, through nine Pentium III computers on the Public Access Desk. Patrons can access the Online Catalog system, the GALILEO project, World Wide Web searching, and the CD-ROM network. The library catalog can also be accessed through four workstations on other floors. The library has a Multimedia Lab that serves as a bibliographic instruction classroom that is open to faculty and students for multimedia and word processing purposes when not used for instruction. This lab has eight multimedia Pentium machines, a scanner, an LED projector for instruction, a laser printer and a color inkjet printer. This lab will be expanded as need and funding permit.

Henry Tutoring Center

The Tutoring Center is located on the fifth floor of Henry residential hall. The hours of operation are Monday through Thursday and Sunday evenings from 6 p.m. until 9 p.m. starting the second week of the semester. The tutors are selected by faculty recommendation according to expertise in the subject area. Although the Math Lab and a Satellite Writing Center provide the center's foundation, the tutoring center also employs tutors for chemistry, biology, anatomy, history, and literature. If a student is having a problem with a subject that is not offered at the tutoring center, the student can come to the counseling office and every effort will be made to offer assistance in that area.

The Writing Center

Located on the ground floor of Banks Library, the Writing Center offers a congenial place for writers of all levels and abilities to talk with other writers about their work in any academic discipline. Open weekday mornings, afternoons, and evenings, the Center welcomes anyone who wishes to engage in constructive talk about any aspect of the

composition process. Because the Center operates on the dual assumption that all of us are learners as well as teachers and that learning is, to some extent, a social process, conversation and collaboration (always within the purview of the Honor Code) constitute the basis for all of the Center's efforts.

The Writing Center exists to serve students who would like individualized help with their writing. Dr. Laine Scott, a faculty member from the Department of English, supervises a staff of undergraduates who have proven to be especially proficient in their writing skills. Students may either drop in or schedule appointments for individual writing conferences to discuss topic generation and development, brainstorm with another writer, or polish a final draft. During those hours when no staff is available, students may take advantage of the Center's additional resources: handouts offering solutions to specific writing problems, reference books for grammar and documentation, and six computer terminals with Internet connections, linked to the printer in the Multi-Media Lab next door.

To stress the importance of Writing Across the Curriculum (WAC), the Writing Center has also developed satellite writing programs for professors teaching courses in economics, psychology, biology, and history. Students in these classes are encouraged to work with Writing Center tutors on their course writing and research projects. The overriding philosophy of the Writing Center is to make the writing process, in all its various facets, a rewarding experience for writers at every level of proficiency.

In addition to these campus-wide facilities, many departments and divisions maintain technology resources to support their mission.

The **Henry Dormitory** houses a new computer lab equipped with 20 Pentium II PC's, two laser printers and a flat bed scanner. This lab is open 24 hours a day.

The **Education** multimedia technology labs have been specifically designed for the education major. These labs support instruction and hands-on use of technology in order to enable the pre-service teacher to integrate the use of multimedia equipment into a classroom teaching situation. The Multimedia Production Lab is equipped with Power Macintosh and PC computers, a color scanner, a video camera, a digital camera, monitors/VCR's, an LCD panel, printers and more. Laminating, binding and poster-making equipment is also available for use in this lab. Complimenting the multimedia lab is the software evaluation lab. This lab provides an environment equipped with both IBM-compatible Pentiums and Macintosh Power PC's where the most current commercial educational software can be evaluated. Software can also be viewed in videodisc and CDI formats. Teachers from surrounding county school systems often seek the resources available in this lab for software evaluations.

Nursing education and practice are as driven by technology as are other aspects of life and work today. With computer-based interactive and tutorial programs, students learn independently, at their own pace, and can vicariously "practice" their profession. In addition, the Division of Nursing resources permit learning and use of computer skills which support other skills and knowledge outside of (but needed for) nursing. These

skills include writing, reading, and the seeking of knowledge from the vast array of possibilities found on the Internet. Technological resources found in the Nursing Computer Lab include Pentium III PC's, a flat bed scanner, a laptop PC equipped with an LCD panel, a color inkjet printer, and a laser printer. Eight separate nursing educational software packages can also be utilized in the lab.

Computer Science, located in Smith Hall, utilizes two separate computer labs. One lab is made up of 18 Pentium III PC's loaded with compilers, integrated development systems, Web development software, as well as basic word processing, spreadsheet, database, and presentation software. The other lab consists of workstations that provide access to Oracle, as well as Linux, Windows NT and Novell Netware network operating systems. These labs provide computer science majors access to instruction and use of the technology necessary to succeed in their chosen field in today's technological world.

Psychology students have access to a computer lab in the Callaway Academic Building, consisting of Macintosh computers. In addition, several computers are available in the Psychology Laboratory for use in laboratory and tutorial assignments in connection with psychology courses.

In an effort to meet the ever-changing technological needs of a liberal arts education, the Department of **Mathematics** maintains a multi-media equipped lecture room. The Jolly Lecture Room located in the Science building houses an LCD projector, and VCR. Student desks are wired to the campus network and can accommodate up to 72 concurrent connections.

The research facilities of the Department of **History and Political Science** programs are excellent. The computer laboratory is a facility funded in part by a National Science Foundation grant. Comprised of Macintosh computers, the user enjoys full Internet and World Wide Web access. The laboratory has available a variety of applications for various educational, research, and writing tasks and an archive of information on many topics, especially in political science.

Technology resources are integral to the graphic design concentration in **Art and Design** at LaGrange College. All graphic design students are taught fundamental computer techniques, page layout and illustration programs, basic system information and the ethics regarding the use of digital information. Advanced students learn digital imaging and system information output options and other advanced techniques. All students are encouraged to develop a personal creative approach to using the computer as well as to using thoughtful, intelligent design. Through encouragement to be not only technical but also creative, students accomplish the College's missions "to discover and value that which is excellent in life" and "to accept responsibility in contemporary society."

The **Chemistry** and **Physics** programs share a resource room which houses CAI/CAD (computer assisted instruction/computer assisted drill) workstations that are connected to the campus network; a multi-media workstation, connected to the Internet; and an additional workstation, connected to the Internet. All classrooms and the physics lab-

oratory have network/Internet access. The Chemistry Instrumentation Center includes computers that control most available instruments. This center also contains a molecular modeling workstation made available by a grant from the Georgia Pacific Corporation. The Physics Laboratory includes computerized lab stations, which include sensors for measurement of various physical phenomena. Each of the physics computers is connected to the Internet, and is provided with a full complement of software for general-purpose use outside of the physics laboratory hours. Use of computers is integral to significant portions of the chemistry and physics curricula. Information about chemistry and physics courses may be found on the departmental website at <http://www.chem.lgc.edu>.

In the **Business Division**, technology is used to enhance learning and teach tomorrow's managers how to derive the maximum benefit from information technology. Students majoring in Business Management and Accountancy at LaGrange College have ready access to a computer lab and computer stations in Smith Hall. These resources are used extensively across the business curriculum for instructional purposes, assignments, and research projects.

Policy for the Responsible Use of Information Technology

The purpose of this policy is to ensure a computing environment that will support the academic, research, and service mission of LaGrange College. Simply stated, continued and efficient accessibility of campus computing and network facilities depends on the responsible behavior of the entire user community. The College seeks to provide students, faculty, and staff with the greatest possible access to campus computing resources within the limits of institutional priorities and financial capabilities and consistent with generally accepted principles of ethics that govern the College community. To that end, this policy addresses the many issues involved in responsible use of the College's information technology, including systems, software, and data. Each authorized user of information technology assumes responsibility for his or her own behavior while utilizing these resources. Users of information technology at LaGrange College accept that the same moral and ethical behavior which guides our non-computing environments also guides our computing and networking environment. Any infraction of this policy may result minimally in loss of computer and network access privileges, or may result in criminal prosecution.

Use

All users of the College information technology resources agree to abide by the terms of this policy. When accessing any remote resources utilizing LaGrange College information technology, users are required to comply with both the policies set forth in this document and all applicable policies governing the use and access of the remote computer system. The College, through a review and amendment process directed by the

Academic Support Committee, reserves the right to amend this policy. As far as possible, changes will be made only after consulting with the user community. LaGrange College computing resources and associated user accounts are to be used only for the college activities for which they are assigned or intended. The computing systems are not to be used for any non-college related commercial purpose, public or private, either for profit or non-profit. Unless placed in public domain by its owners, software programs are protected by Section 11 7 of the 1976 Copyright Act. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner.

User Accounts

User accounts are designed to establish a system control mechanism for user identification and to afford users a physical location where they can store appropriate data. No user accounts should be used to execute computer software or programs other than those specifically granted and offered for use by LaGrange College. All users are responsible for both the protection of their account password and the data stored in their user account. Sharing a password is prohibited. Users should change their password periodically to help prevent unauthorized access of their user account. Any suspected unauthorized access of a user account should be reported immediately to the Director of Information Systems or another College authority. User accounts will be deactivated when the user's affiliation with the College is terminated and all files and other data will be removed from that account.

Campus Computing Facilities

Microcomputer labs on the LaGrange College campus are available for general use except during the periods when the rooms have been reserved for teaching purposes. It is the responsibility of every user to use these facilities in a responsible manner. Accidental damage or damage caused by other parties should be reported as soon as possible so that corrective action can be taken.

Personal Web Pages

Any authorized user or group at the College may have a personal home page on the LaGrange College World Wide Web server, provided that the graphical images, multimedia information, text, or the intent of the home page do not refute the mission of LaGrange College. No individual user is authorized to create and serve a website on the World Wide Web utilizing College computer resources.

Student Computer Configurations

Access to the World Wide Web is available in dormitory rooms for students who bring to campus, personal computers meeting the minimum specifications defined by Information Systems. These specifications are as follows: IBM PC and compatibles only, Pentium processor, 32 MB RAM, 100 MB available hard drive space, and either one available ISA, PCI, or PCMCIA slot. After the student pays a one-time hook-up fee, Information Systems personnel will install an Ethernet card and configure the student's PC with the proper software to access the internet. Information Systems will only support software installed by Information Systems personnel. To avoid instability to the campus network, students must not change these network configurations.

Data Security

Within institutional priorities and financial capabilities, LaGrange College provides reasonable security against unauthorized intrusion and damage to data, files and messages stored on its computer systems. The College maintains facilities for archiving and retrieving data stored in user accounts. If a user needs to recover data after an accidental loss, Information Systems staff should be contacted and every reasonable attempt will be made to recover the lost or corrupted data. Neither the College nor any Information Systems staff can be held accountable for unauthorized access by other users, nor can they guarantee data protection in the event of media failure, fire, criminal acts or natural disaster.

Computer Use by Alumni and Friends

Use of LaGrange College information technology by alumni and friends (individuals not currently enrolled as students or currently employed as faculty or staff members of LaGrange College) is allowed only within William and Evelyn Banks Library and under the supervision of library staff. Additionally, such access is allowed only when existing resources are not being fully utilized by LaGrange College students, faculty, or staff. The use of technological resources may be extended to alumni and friends of LaGrange College without the imposition of a "user fee." A "per printed page" user fee established by Banks Library will be assessed for use of College printing resources.

ACADEMIC PROGRAMS AND DEGREE REQUIREMENTS

Introduction

Faculty members and the staff of LaGrange College implement academic and non-academic programs toward the fulfillment of the mission of the College. Undergirding all of the academic programs at LaGrange is the fundamental commitment to the liberal arts. Therefore, LaGrange College is first and foremost a liberal arts college. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the Liberal Studies Core Curriculum, that part of the curriculum that serves as foundation and complement to the major. All baccalaureate majors share the same Liberal Studies Core Curriculum, which represents just under fifty percent of a student's formal study at the College.

The curriculum is designed to provide the components of a liberal arts education that historically have proved to be of lasting value. Those components include skills such as strategies for college success, writing, computation, speaking, problem solving, computer utilization, and analytical thinking. Additionally, there are knowledge components including history, social studies, science, literature, religious heritage, modern foreign languages, and health.

These skills and knowledge areas, while being taught and learned in specific courses, are integrated into the total college experience, and the desired result is that students will be better able to function within social institutions, to use science and technology, and to use and understand the role of the arts in culture. They, likewise, will be better able to communicate, to solve problems, and to analyze and clarify their own value system.

The Majors

A major is defined as a primary program of study in which the student completes a designated number and sequence of courses within a specific discipline, department or subject area. A major may or may not offer concentrations for focused course work within the major.

A student may choose to pursue one of four baccalaureate degrees: the bachelor of arts, the bachelor of science, the bachelor of music, or the bachelor of science in nursing. Most students pursue one of these baccalaureate degrees.

Students enrolled in the Evening College may pursue the bachelor of business administration or an associate of arts in Liberal Studies. Please refer to the Evening College **Bulletin** for more details about this program.

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching, the Master of Education in Curriculum and Instruction, or the Master of Business Administration. Please refer to the Graduate **Bulletin** for more information about these programs.

Bachelor of Arts

- Art and Design
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Education
 - Early Childhood
 - Middle Grades
- English
- History
- Human Services
- Mathematics
- Political Science
- Psychology
- Religion
- Spanish
- Theatre Arts

Bachelor of Science

- Accountancy
- Business Management
- Chemistry
- Computer Science
- Mathematics

Bachelor of Science in Nursing

- Nursing

Bachelor of Music

- Creative Music Technologies
- Performance (voice, piano, organ, guitar, percussion)
- Church Music

Master of Education in Curriculum and Instruction (See Graduate **Bulletin**)

Master of Arts in Teaching (See Graduate **Bulletin**)

Master of Business Administration (See Graduate **Bulletin**)

- General Business with emphasis on the management function

Major Requirements, Time Restrictions

Course work requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force at the time of the declaration of the major. The declaration of major is initiated in the Registrar's office.

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major course work is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major, if the hours earned are older than eight years, dated from the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

Independent Study in the Major

In certain majors, independent study courses are offered. These courses are limited to upperclass major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than six semester hours. Written permission to enroll in such a course must be obtained from the instructor, the chair of the department concerned, and the Vice President for Academic Affairs and Dean. A descriptive syllabus including the method of evaluation must be submitted with the petition.

Assessment in the Major

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the discipline, that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who graduated in June 1990, or who will graduate thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree.

The chair of the department offering the major must certify satisfactory completion of the assessment component.

Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

Advice and Counseling in the Major

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by his or her Freshman Cornerstone instructor. Subsequent to declaring a major, the student and the department chair work together in planning a program. **The ultimate responsibility for selecting the proper courses in order to complete the desired degree is the responsibility of the student.**



THE CORE PROGRAM IN THE LIBERAL ARTS

As a Methodist related institution, LaGrange College offers an educational experience which emphasizes the inter-relatedness of knowledge and the importance of understanding and evaluating human experience. The Core Program in the Liberal Arts (also known as the Common Core Program) uses an interdisciplinary approach to develop the students' creative, critical and communicative abilities. The specific objectives of the Core Program include fostering the development of a sense of responsibility for living with integrity; instilling a sense of wonder as well as developing skills to critically analyze current knowledge and to seek new understandings of God and the universe; developing the abilities to communicate effectively using written, oral, creative, and technological means; understanding and accepting one's responsibilities as a member of a democratic society; becoming aware of and responding to the needs of others through involvement in service to society; fostering an understanding of and appreciation for the diversity of culture and people; acquiring an awareness of the power of creative expression through literature, drama, art, movement, and music; gaining an appreciation and knowledge of the complexity and interdependence of the world as community.

The Core Program is designed to be integrated with other courses during the first three years of the student's experience at LaGrange College. The forty-eight semester hours included in the Core Program are arranged in three divisions: foundation studies, integrative studies, and exploratory studies. The twelve hours of integrative studies, which bring an interdisciplinary focus to the humanities, the social sciences, and quantitative reasoning, are central to the entire Core Program. Other interdisciplinary courses required in the Core Program are Freshman Cornerstone I and Dimensions of Well Being.

Foundation Studies		30 hours
Course Taken	Minimum Credit	Year
Freshman Cornerstone (CORE 1101)	3	Freshman
Freshman Cornerstone Laboratory (CORE 1102)	1	Freshman
Rhetoric and Composition (ENGL 1101, 1102)	6	Freshman
Mathematics (MATH 1101, 2105, 2221, or 2222)	3	Freshman
(Entry level by placement)		
World Languages and Culture	6	as best scheduled
(2 sequential courses in languages: FREN, GERM, SPAN)		
Laboratory Science I and II	8	as best scheduled

(BIOL 1101-1102, 1148-1149; CHEM 1101-1102; PHYS 1101-1102;
PHYS 1121-1122)

Dimensions of Well Being (CORE 2000)	<u>3</u>	as best scheduled
	30 hours	

Integrative Studies

Quantitative Reasoning (CORE 1110)	3	as best scheduled
(either MATH 1114 or a second MATH course of those listed above may be substituted for some majors)		

Humanities I and Humanities II (CORE 2001, 2002)	6	Sophomore
The American Experience (CORE 3001)	<u>3</u>	Junior
	12 hours	

Exploratory Studies

Fine Arts	3	as best scheduled
(any beginning level class in the Fine Arts Division. Courses that satisfy this requirement are marked with an asterisk (*) in the Art, Music, and Theatre sections of the <i>Bulletin</i>)		

Religion (RLGN 1101, 1102, 1103, 1104, or 1105)	<u>3</u>	as best
	6 hours	scheduled

TOTAL CORE PROGRAM **48 hours****

****Although not considered a part of the Core Program, each student is required to pass 3 interim term courses (one three semester hour course per term) as part of the graduation requirements. Students may elect to complete 4 interim terms, and are encouraged to do so. Most interim term courses offer a Pass/No Credit grade option. The total hours needed for graduation is 108 semester hours.**

Please read carefully the note following about placement.

Placement

Appropriate placement in certain courses is essential.

During the first few days on campus all students will participate in placement evaluation inventories. These inventories are necessary for (1) planning for majors and careers, (2) providing the comparison levels for subsequent assessment of the Core Program curriculum, and (3) determining current skill levels for placement purposes. Placement in

mathematics and English is based on skills assessment. Students who are not predicted to be successful in Mathematics 1101 are required to enroll in Mathematics 0100. This is a pre-Core Program mathematics course, and credit in this course does not count toward the fulfillment of the 48 hours of core requirements.

English placement is based on scores obtained on the sub-test, SAT II: Writing, of the Scholastic Aptitude Test (SAT). Students who score 37 or below are required to enroll in English 0100, a pre-Core Program course in grammar and composition. Students who score between 38 and 43 are placed in either English 0100 or English 1101 based on a consideration of a written sample of work submitted by the student during the specified diagnostic assessment time scheduled for English. Like Mathematics 0100, English 0100 does not count toward the fulfillment of any of 48 hours in the Core Program.

Students entering LaGrange College with two (2) years of high school level foreign language are placed in an intermediate level course of that language; or if the students choose, they may start the study of another language at the beginning level. Any student for whom English is not the native language may have the language requirement waived by submitting a written request to the Registrar from the student's advisor, the Director of International Student Services, or the Chair of the Humanities Division. The waiving of the language requirement does not diminish the need to complete the minimum 108 hours required for graduation.

The Core Program, Time Restrictions

There is no time limit on the credit or validity of coursework in the Core Program. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the *Bulletin* in force at the time of re-entry.

Credit-by Examination and Exemption

Students may be eligible for credit and/or exemption in certain areas through Advanced Placement (AP) Tests or the College Level Examination Program (CLEP) and other recognized testing procedures. To determine the test scores that qualify for college credit and/or exemption, students should contact the Registrar. This information is also available in the individual department sections of the **Bulletin**. Credit by examination (AP or CLEP) may reduce the 48 semester hour requirement of the Core Program by the number of credit hours earned by this process. If no credit is earned, but exemption is granted, then the hours granted for exemption may be used for free electives to earn the minimum 108 semester hours required for graduation.

Assessment of the Core Program

Prior to graduation, students take an inventory, The Academic Profile, designed to determine the extent to which they have achieved the objectives of the curriculum of the Core Program. The optimal time to take The Academic Profile is during the semester following the completion of CORE 3001, the American Experience (usually either second semester of the junior year or first semester of the senior year). Meaningful participation in this testing program is a requirement for graduation with a baccalaureate degree.

Minors

Academic minors may be earned in most departments. A minor must include at least 12 semester hours, 6 of which must be in 3000-level or above courses. Some departments do not designate the courses required for the minor, but the courses selected must be approved by the chair of that department.



ACADEMIC REGULATIONS AND PROCEDURES

Honor Code

Students at LaGrange College sign the Honor Code, which states,

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Council deals with students accused of violating the Honor Code. The Honor Council is selected each spring by the outgoing Chair of the Honor Council, The Dean of Students, and the Vice President for Academic Affairs and Dean. A member of the faculty serves as advisor. Members of the faculty are strongly urged to support the efforts of the Honor Council by reporting all suspected violations of the Honor Code. The Honor Code assumes that any student witnessing or otherwise having knowledge of an Honor Code violation will report the violation to the course instructor, the Chair of the Honor Council, or the Vice President for Academic Affairs and Dean. (For a complete description of the Honor Code, please see the *Student Handbook*.)

The following are violations of the Honor Code:

1. Lying.
2. Cheating by either giving aid to or receiving aid from a student or other source without the consent of the faculty member or plagiarizing (using another person's words or ideas without documenting them properly).
3. Stealing (intentionally taking or appropriating without the right or permission any individual, organizational, or institutional property. This includes, but is not limited to, stealing off campus, stealing from any person or business representatives on this campus, stealing from a computer company or any other computer-related theft, from the telephone system, vending machines, a residence hall visitor, or any other business while it is on this campus, and removal of any material or equipment from the Library or other facilities without permission.)
4. Failure to report a violation of the Honor Code.
5. Failure to appear before the Honor Council as requested by written notice.
6. Failure to maintain confidentiality regarding an Honor Council case.

Sanctions include: a grade of F in the course; suspension for one academic term; dismissal from the College; or lowering the final grade in the course by one letter or assigning a grade of zero to the related academic work (assignments, tests, case study,

etc.). An investigation and hearing shall be confidential and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to these proceedings to anyone outside the bounds of confidentiality. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he or she will automatically be bound by confidentiality. Those within the bounds of confidentiality include Council members, the faculty advisor to the Council, the Vice President for Academic Affairs and Dean, the President, accusers, the accused, witnesses, persons interviewed during the investigation, victims, and the College's attorney. In addition, the accused may include within the bounds of confidentiality his or her parents, faculty, staff, minister, personal or legal counsel.

All tests at the College are conducted under the Honor Code. Accordingly, instructors may leave the room during the examination and students are on their honor to do their own work. The Honor Code should be abbreviated on the outside of the test and signed by the student before handing in the examination. The student should leave all books and materials not pertaining to the test either in the hall outside the classroom, or next to the wall in front of the classroom. Students should take the test in the designated classroom, except under extenuating circumstances or by prior arrangement.

Work prepared out of class should be that of the individual. Any assistance from fellow students, books, periodicals, or other materials should be carefully acknowledged. Instructors should give specific guidance regarding what constitutes a violation of the Honor Code. If any doubts about plagiarism arise, a question should be raised by the instructor.

A student should never copy a section of an old term paper and submit it as his or her own, and the student should be guided in the use of these materials by the wishes of the instructor.

Every person found to have violated the Honor Code has the right of subsequent appeal. Such appeal is made to the Academic Dean of the College. The Appeals Board shall be the President of the Student Government Association, the Appeals Representative of the Honor Council, a student member selected for each Appeals hearing selected by the Academic Dean and the President of the Honor Council, the President or Past President of the Faculty Assembly, and the Academic Dean. The appeal is heard from the record of the Honor Council hearing, the attending written statement of the student requesting the appeal, and the written statement of the Honor Council President. The Appeals Board has the discretion to overturn the Council's decision and/or change a sanction imposed by the Council, but it is confined to the approved sanctions in the Honor Code.

Orientation and Counseling

All new students are introduced to LaGrange College through an orientation program which takes place at the beginning of each semester. The orientation program is designed to acquaint the new students with various phases of the life of the College including

traditions, procedures, and regulations. Students profit from a proper introduction to the opportunities and responsibilities of college life.

One course in particular serves to further the College's orientation and counseling efforts. Freshman Cornerstone, a course designed to focus on the valuing and decision-making processes with a particular emphasis on Christian influences on ethical behavior, facilitates students' use of skills of comparison, contrast, analysis, and synthesis of multiple perspectives as they examine an issue of common concern. The course emphasizes active learning, small group problem solving, and service learning, including reflection on these experiences. A laboratory experience associated with the course is designed to identify and enhance students' abilities. Assessment of abilities as well as sessions on study skills, career counseling, computer skill, and library skills, among others, are offered to maximize students' success.

Registration

All students must register on the dates specified. Failure to register on the proper dates may subject the student to a \$20 late-registration fee. All registration procedures for all terms are under the direction of the Vice President for Academic Affairs and Dean. Students have not completed registration until they have cleared the Registrar, Office of Student Life and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus mail.

Each student is assigned to a faculty adviser, who assists the student in planning an academic program. *However, the ultimate responsibility for meeting all requirements rests with the individual student.*

A student interested in a particular major should inform his/her general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 18 hours of credit. *The student must declare his/her major in writing to the Registrar by the time the student has earned 45 semester hours of credit.* The student will then be assigned to an adviser in the department in which the student will major. *A student planning to pursue a program in Teacher Education must take an application in writing to the chair of the Department of Education at least by the time he/she declares a major.*

A student's major program requirements are those described in the College Bulletin at the time of declaration of the major.

Withdrawal

To withdraw from an individual course, a student must confer in the office of the Registrar. Failure of a student to withdraw officially through this office may result in the assignment of a "WF." A student who wishes to withdraw completely from the college

must confer with the Director of Counseling. Except in cases of medical necessity, withdrawals are not permitted the last week of class.

Medical Withdrawal

Medical withdrawal is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a physician licensed health care provider, or a qualified counselor must provide a written recommendation for medical withdrawal to the Vice President for Academic Affairs and Dean. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the student's instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the student following medical withdrawal for medical reasons requires a clearance from the attending physician, licensed health care provider, or a qualified counselor with an evaluation of the student's potential to resume study successfully at LaGrange College. The Vice President for Academic Affairs and Dean will review this evaluation and make the decision concerning the student's re-entry.

Academic Standing Probation Regulations

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified, and the regulations governing probation will be called to their attention.

Freshmen (fewer than 27 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (27-53 hours), a 1.75 GPA; Juniors (54-80 hours), a 1.85 GPA; and Seniors (81 or more hours), a 2.00 GPA. In most cases, students have two semesters to remove their probationary status. Failure to do so could result in suspension.

Students are also subject to suspension for failure to earn at least three semester hours of academic credit in any semester, or for other valid academic reasons (such as violating cheating and plagiarism standards). In the case of part-time students, the extent of application of these regulations will be at the discretion of the Vice President for Academic Affairs and Dean. Normally, all applications of the regulations will be based upon a full academic load.

The grade report sent to the student provides information on standing. "Probation One" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the Vice President for Academic Affairs and Dean for action.

Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he is registered. The student is solely responsible for accounting to the instructor for any absence. An instructor may recommend that the Vice President for Academic Affairs and Dean drop from class, with a grade of "W" or "WF", any student whose absences are interfering with satisfactory performance in the course.

Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any institution) without the approval of the Vice President for Academic Affairs and Dean, and the Academic Advisory Council. All courses in which a student receives an unsatisfactory grade must be repeated at LaGrange College. A student may not remove from the transcript an unsatisfactory grade earned at LaGrange College or elsewhere even if he repeats the course.

Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or taking an academic overload. Permission to take an overload in any semester is granted only to those students who have earned at least a cumulative average of "B" (3.0), except that a student may take an overload during one semester of his or her senior year without respect to grade-point average.

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from their high schools that advanced placement programs have been completed and appropriate scores earned on the advanced placement test of the College Entrance Examination Board administered by Educational Testing Service. The Registrar and department chairs keep up-to-date standards for AP credit.

Academic Honors

Upon graduation, students who have been in residence at LaGrange College for at least their last 60 hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or

3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic semester, students who have maintained a 3.60 cumulative grade point average on a minimum of 12 GPA hours of work will be placed on the Dean's List.

Academic honors at graduation are awarded only to students completing the four-year program.

International Students

Students who are on a student visa in the United States are subject to special regulations mandated by the Immigration and Naturalization Service (INS) of the United States Government. As the institution which issues documents certifying student status, LaGrange College is subject to INS regulations as a matter of law. INS regulations change from time to time, so students are encouraged to contact the Vice President for Academic Affairs and Dean or the Registrar when questions about INS regulations arise. Under current guidelines, persons with student visas must be enrolled for a full academic load (at least 12 semester hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours at any time will be considered out-of-status and must be reinstated by the Immigration and Naturalization Service.

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the Vice President for Academic Affairs and Dean may require that a student attend a special, intensive English language course if it is apparent that a student's English continues to jeopardize a successful academic career. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the student visa.

International students must enroll in an English course each semester they are in school until they satisfactorily complete their English studies.

International Studies

Increasing international understanding is valued at LaGrange College. In promoting that understanding, LaGrange College seeks to enroll an internationally diverse student body. The College serves as a host or home base institution for short-term international visitors and has executed cooperative agreements with Nippon Bunri in Oita City, Japan, Instituto Laurens in Monterrey, Mexico, and Oxford-Brookes University in Oxford, England.

Credit through United States Armed Forces Institute and Service Schools

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces.

Grades and Credits

The definitions of grades given at LaGrange College are as follows:

A	superior
B	above average
C	average
D	below average
F	failing
I	incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond the student's control has been unable to complete the work during that term.
P	pass
NC	no credit or non-credit
W	withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.
WF	withdrawn failing. The grade of "WF" is included in computing the grade-point average.
AW	audit withdrawn
AU	audit complete
NR	grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he or she pays full tuition. To have a grade of "NC" recorded, he or she must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Vice President for Academic Affairs and Dean. Only lecture courses may be audited. No new freshman student may audit any course during the first semester of residence at LaGrange College.

An "I" is a temporary grade, assigned by an instructor within the last three weeks of the term to students who are doing satisfactory work and who cannot complete the course

due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, students should withdraw.

An "I" is removed by the date indicated in the academic calendar. Failure to remove an "I" by the date set initiates the following action: The Registrar will write a letter to the student using the address on file. The letter indicates that the student has two weeks to respond. Otherwise the "I" grade will be converted to an "F".

Grades are assigned and recorded for each course at the end of each term. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

Academic Forgiveness

Academic forgiveness is a process which allows a student to have his or her prior academic record adjusted if:

1. four or more calendar years have elapsed since the period of last enrollment at LaGrange College;
2. the student applying for forgiveness has successfully completed since readmission to LaGrange College a minimum of 12 semester hours and has no course grade lower than "C" since the time of readmission.

The student may petition for forgiveness through the Academic Advisory Council and, if approved, the College will:

1. apply toward the student's common core, general education curriculum, and electives requirements but not necessarily toward the student's academic major or minor, all those courses in which the student earned a grade of "C" or better;
2. set the student's cumulative grade point average to 0.0;
3. require the student to successfully complete a minimum of 30 semester hours after bankruptcy declaration in order to graduate; and
4. allow all graduation requirements (see LaGrange College **Bulletin**) to remain the same and apply equally, except that students who have petitioned for and received academic forgiveness will not be eligible to receive honors at graduation.

LaGrange College will maintain the student's complete record, including those courses excluded from the GPA by the granting of forgiveness. No course work will be expunged from the student's academic record. The student's official transcript will clearly indicate that the student has been granted academic forgiveness. Ordinarily, no transfer or transient credits will be accepted after academic forgiveness. A student may be granted academic forgiveness only once during his or her academic career at LaGrange College.

Requirements for Bachelor Degrees: A Summary

LaGrange College's Undergraduate Day Program offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Science

in Nursing degree. To obtain a second bachelor's degree, at least 27 additional semester hours must be earned beyond the first degree, in a minimum of two semesters. Baccalaureate degrees require a minimum of 108 semester hours of credit including required course work in the core curriculum and the major. There is often an opportunity to select course work electives.

The minimum work required for graduation is 108 semester hours and a 2.0 quality-point average in all course work taken at LaGrange College. To be eligible for the degree, a student must meet all requirements for the degree (core curriculum, major program, all necessary assessments, 108 semester hours and 2.0 cumulative grade point average) and make application for the degree before the beginning of his or her final term. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

In order to graduate in four academic years a student, at a minimum, should enroll for 12-semester hours credit in each regular term and one interim term each year. A student who takes at least 12 semester hours credit is classified as full-time. The maximum full load is 15 semester hours; anything beyond is considered an overload. No student is permitted to enroll for more than 15 hours in any one term without the written permission of the Vice President for Academic Affairs and Dean.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by multiplying the grade point by the course credit, summing, and then dividing the total quality points earned by the total GPA hours. If a student has received credit for a course and repeats that course, he or she receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all such attempts.

Not more than 54 semester hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing except that up to 9 hours of transient credit from a junior college may be granted for courses that are below the LaGrange College 3000-level. (The 54 credit-hour limit still applies.) A transfer student is not given credit toward graduation for any Ds earned elsewhere. Transient work for a grade of "C" or better is acceptable. Academic averages are computed on work done only at LaGrange College.

There are two ways by which a student must meet residency requirements for graduation:

- (1) The student must be in residence the last 36 hours;
or
- (2) 45 credit hours of the last 54 credit hours must be earned at LaGrange College.

With prior approval of the adviser and the Vice President for Academic Affairs and Dean up to nine hours of transient study may be earned at another accredited institution. Transient credit is only for courses in which the grade is "C" or better.

Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given credit for repeating that course at another institution. Credit totaling six hours or more earned as a transient student during the last 54 hours or final four semesters precludes that student's being granted credit for any course work taken by extension or by correspondence during the period.

Transient credit will only be accepted from a four-year baccalaureate degree conferring, regionally accredited institution that offers a major in the specific discipline of the course being requested for credit. The department chair retains the right to deny the request. Any regularly enrolled LaGrange College student who desires to take course work for credit by extension, correspondence, or through on-line vendors must obtain prior approval in writing from his academic adviser and from the Vice President for Academic Affairs and Dean. Such extension, correspondence, and on-line credit may in no case exceed six hours (grades of "C" or better); however, **(no credits earned in this manner may be applied toward the fulfillment of the core curriculum requirements of LaGrange College.)** Any course or courses so taken must be completed and all grades recorded before the end of the student's final term, in order to be graduated that term.

A student is classified as a freshman if he or she has earned fewer than 27 hours of credit. A student is classified as a sophomore if he or she has earned 27-53 hours of credit. To be classified as a junior, a student must have completed 54 earned hours of credit. A student is classified as a senior upon having earned 81 hours of credit. A student should be alert to the fact that a minimum of 108 hours are required for graduation and that some majors may require more than 108 hours. Attaining these minimum progression requirements may not be sufficient to insure graduation within the two semesters of the senior year.

No grade below "C" in any course above 1000-level may be applied toward a major.

Transcripts

Students are entitled to transcripts of their record free of charge. No transcripts will be issued for any student under financial obligation to the College.

Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of terms some delay may be unavoidable.

Student Grade Appeals

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student who wishes to contest a course grade or other academic decision may initiate an appeal by the procedures outlined below. Grade appeals must be initiated no later than mid-term of the academic term following that in which the grade was assigned.

The date of the academic term is defined in the College calendar in the front of this **Bulletin**.

The following procedures govern all student requests for grade changes:

1. The student should first attempt to resolve the matter by discussing the question with the course instructor.
2. If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Vice President for Academic Affairs and Dean. The appeal must state the manner in which the course syllabus was violated.
3. The Dean shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean will deliver the student's appeal together with any other pertinent documents provided by the student and/or the instructor to the Review Subcommittee of the Academic Standards Committee for its determination.
4. The Review Subcommittee shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Subcommittee will set times convenient to the student and the instructor for hearing both sides of the dispute.
5. Upon completion of its hearings, the Review Subcommittee will report its findings to the Vice President for Academic Affairs and Dean. The Dean will in turn inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.
6. It is the responsibility of the Review Subcommittee to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.

Student Appeal of Academic Policy

Students may petition for exception to published academic policy. The Academic Advisory Council reviews the petition.

Graduation Requirements

A student who enters LaGrange College under a given **Bulletin** generally will be graduated under the core curriculum, hours requirement, and grade point average requirements of that **Bulletin**. Major requirements are those in force at the time a student formally declares a major. If a student suspends his or her study and re-enters more than four years later, he or she will graduate under the requirements of the **Bulletin** in effect at the time of re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final semester in residence. This

is called a "graduation petition." The major adviser and the Office of the Vice President for Academic Affairs and Dean assist the student in completing this petition. *

Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the core curriculum and the major. Students who graduated in June of 1990 were the first to participate in these comprehensive evaluations. Consult the specific majors for the details.

*** No student may participate in Commencement exercises if he or she has not completed a graduation petition. Also, no student may participate in Commencement unless all graduation requirements have been certified as completed by the Registrar and the Vice President for Academic Affairs and Dean.**

Endowed Lectureship

The Jennie Lee Epps Memorial Lecture was re-established in 1997 by a gift from Dr. Grace Hadaway Boswell '49 and her husband, Dr. R. Dean Boswell. Dr. Epps was a faculty member from 1931 until her death in 1961.

The Waights G. Henry, Jr. Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College over a period of 42 years. Income from the endowment is to be used in funding the Waights G. Henry Lecture for the benefit of our students and as approved by the trustees of the College.

The Arthur H. Thompson Lectureship brings to the campus a noted scholar to address the faculty and student body on the interrelationship of a field knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, class of 1898, in memory of her husband, who served as chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: " The greatest thing in life is the simple faith of an honest man."

The Lorenzo Valla Visiting Scholar Program was established in 1996 by Mr. and Mrs. Tom Bushar (Linda Doolittle Bushar '96) The program was named for the 15th century Italian humanist and brings to campus a recognized scholar.

Awards and Recognitions

The Nancy Alford Award is awarded each year to the sorority accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Irene E. Arnett Drama Award is presented annually to the member of the senior class who shows that greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre— to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and towards his God.

The Needham Avery Art Award is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.

The Josephine A. Case Scholarship is awarded to a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with the Josephine A. Case Collection of American Indian Art which Mrs. Case and her husband, the late Dr. Leland D. Case of Tucson, donated to LaGrange College. Both hold honorary doctorates from this school.

The Austin P. Cook Award is presented annually by the Student Government Association to the organization that made the most positive impact on campus life during the year.

The Roger Guptill Award is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.

The Mamie Lark Henry Drama Scholarship is presented annually to a student in recognition of superior contribution to the Theatre Arts Department.

The Mamie Lark Henry Scholarship Cup is presented each semester to a sorority with the highest grade-point average the previous semester.

The Waights G. Henry, Jr. Leadership Award is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

The Evelyn Powell Hoffman Drama Scholarship is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Theatre Arts Department faculty.

The Karen Sue Kafrouni Award is presented annually by the History Department for a member of Phi Alpha Theta and a graduating senior with the highest academic achievement.

The Mary Hunter Lindsey Award is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to United Methodist students entering the senior class in college and preparing for a full-

time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

The John Love Scholarship Cup is presented each semester to the fraternity with the highest grade point average the previous semester.

The Weston L. Murray Award is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

The Meri Meriwether Norris Award was established in 1998 in memory of this 1980 alumna by her husband, Dr. Tommy Norris. This award is presented annually to a nursing student who demonstrates extraordinary compassion.

The Outstanding Achievement in Psychology Award is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

The Pike Award is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adelia Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

The Walter Malcolm Shackelford Award is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College

The Annie Moore Smith Award is a purchase award given annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

The W. Lee Wilson, Jr. Art Award is presented annually by the Art Department to a graduating senior who has excelled in the art of photography. Mr. William L. Wilson established the award in 1998 in memory of his son.

The Jean Young Award in Photography granted annually, was established in memory of Jean Young who was the first curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

Departmental Awards are presented annually at Honors Day in the spring. At the time there are numerous departmental awards made.

PRE-PROFESSIONAL AND CO-OPERATIVE PROGRAMS

Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

Law

The pre-law advising committee is chaired by Dr. Tracy Lightcap and is composed of Dr. Lightcap, Dr. Frederick Mills, and Dr. Brenda Thomas. Students considering law school should consult with one of these faculty members beginning in their freshman year and should meet regularly with other students interested in pre-law. Law school bulletins and LSAT study guides are located in the William and Evelyn Banks Library.

Students entering law school come from varied undergraduate programs. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

Dentistry

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he or she plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic Chemistry with lab	8 semester hours
Organic Chemistry with lab	8 semester hours
Biology with lab	8 semester hours
Physics with lab	8 semester hours
English	9 semester hours

All applicants must complete the Dental Admission Test not later than the October 31 testing preceding the year of desired entry.

Medicine (M.D.)

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.A. or B.S. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should be familiar with the requirements of the several medical schools to which he or she plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	8 semester hours
General Chemistry with lab	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his or her application to medical school, but no later than the fall of that year.

Veterinary Medicine

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-veterinary student should be familiar with the specific requirements of the school to which he/she plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 54 semester hours of college credit by the end of the spring semester before fall matriculation at the veterinary school. The baccalaureate degree is preferred. The following courses should be completed prior to entry into veterinary school.

English	6 semester hours
Biology with lab	8 semester hours
Advanced Biological Science	8 semester hours
Physics	8 semester hours
Biochemistry	3 semester hours
Inorganic Chemistry with lab	8 semester hours
Organic Chemistry with lab	8 semester hours

The candidate must have worked with a veterinarian, and *must* have had *hands-on* experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) and the GRE biology subject test. These tests should be taken in October or December of the year

prior to probable admission to veterinary school. The results should be received by VMCAS by February 1 of the year following the application.

Engineering

LaGrange College has an engineering-oriented program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual-degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. Students accepted in the dual-degree program will attend LaGrange College for approximately three years (81 semester hours if entering under this **Bulletin**) while they complete the Core Curriculum and the pre-engineering courses listed at the end of this section. The student will then attend the engineering institution and complete a major in engineering, a process that generally takes two to three additional years. After completion of the degree requirements for both institutions, the student will receive an engineering degree from the engineering institution and a Bachelor of Arts degree from LaGrange College.

All students considering either the dual degree option should contact the pre-engineering adviser, Dr. Bill McCoy, prior to registration. Both Georgia Tech and Auburn are undergoing considerable modification of their academic programs as a result of the change of calendar systems. Students must consult the pre-engineering advisor about how this will affect their choice of elective courses.

In addition to the Core Curriculum, pre-engineering students must complete all of the following courses before attending the engineering institution:

Calculus I, II, and III	Differential Equations	Linear Algebra (Ga. Tech)
General Chemistry I and II	General Physics I and II	

Please note that calculus based physics (General Physics PHYS 1121-1122) is required. Students must begin the study of calculus as early as possible in order to be prepared for the physics sequence.

Pharmacy

The pre-pharmacy general adviser is Dr. John Hurd. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. While the admission requirements vary, the following is standard course work as a minimum: CHEM 1101-1102, 2201-2202, BIOL 1101-1102, MATH 2221 and 1114, PHYS 1101, ECON 2201-2202, ENGL 1101-1102, and 6 semester hours each of Humanities and Social/Behavioral Science. POLS 1101 and HIST 1111 or 1112 may be required as well as electives to reach 60 semester hours.

Journalism

The student who plans a career in journalism needs a wide range of courses in many areas. A recommended basic program would include: ENGL 2260 Journalistic Writing I (3), ENGL 2262 Journalistic Writing II (3), ARTD 2201 Graphic Design I: Fundamentals (3), ARTD 2223 Basic Photography (3), **plus** experience working on one of the student publications:

The Quadrangle (yearbook)

The Hilltop News (paper)

The Scroll (magazine)

Specific courses to prepare for admission to individual schools should be selected in consultation with the student's advisor.

Physical Therapy

The pre-physical therapy general adviser is Dr. John Hurd. A few schools which offer training in physical therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 60 semester hours of work including approximately 12 hours in Humanities, 12 hours in math and science, 12 hours in social science plus 24 hours in a major field such as biology.

Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser. Many schools now offer only a master's degree in physical therapy. These schools require a bachelor's degree as well as completion of the pre-physical therapy core.

Optometry

The pre-optometry general adviser is Dr. John Hurd. Students selecting a major other than biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. Though selected students may be admitted to optometry school after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves four years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. The pre-optometry requirements are the same as pre-med plus a course each in statistics and calculus. Preparation for admission to a specific school can be planned with the assistance of the advisor. Prospective optometry students must take the Optometry Admission Test (OAT) in October or February.

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ACADEMIC DIVISIONS

Business

Professors: Birkeli, Cousins

Assistant Professors: Hampton, McNary, Rosencrants, Sneath

This division contains the Department of Business. The B. S. in Business Management, B. S. in Accountancy, minor in Business Management, minor in Accountancy, and MBA (see Graduate **Bulletin**) degrees are offered.

Education

Professor: S. Johnson

Associate Professor: Harrison, Hillyer, Williamson

Assistant Professors: Alford, Geeter, Livingston

This division contains the Department of Education and the Department of Health and Physical Education. The B.A. M.A.T. and M.Ed. degrees are offered.

Fine Arts

Professors: Lawrence, Taunton

Associate Professors: Anderson, Barber, Edwards, L. Johnson

Assistant Professors: M. Brown, Reneke

This division contains the Departments of Art and Design, Music, and Theatre Arts. The B.A. and B.M. degrees are offered.

Humanities

Professor: Hornsby

Associate Professors: Ahearn, Cook, Dulin-Mallory, Plumlee, Slay, Thomas, Williams

Assistant Professors: Gulley, O'Connor, Scott

This division contains the Departments of English Language and Literature, Latin American Studies and Modern Languages, and Religion and Philosophy. The B.A. degree is offered.

Nursing

Professor: Sauter

Associate Professors: Blair

Assistant Professors: Frederick, Hay, Harrilson

The Nursing Division is also the Department of Nursing. The B.S.N. degree is offered.

Natural Sciences and Mathematics

Professors: Duttera, Hurd, James, McClanahan, Riddle, Shelhorse
Associate Professors: McCoy, Paschal, Searcy, C. Yin, W. Yin
Assistant Professors: Hearn, Mallory

The Natural Sciences and Mathematics Division contains the Departments of Biology, Chemistry and Physics, Computer Science, and Mathematics. The B.A. and B.S. degrees are offered.

Social and Behavioral Sciences

Professors: Cafaro, Evans, Gill, Kraemer, Mills
Associate Professor: Lightcap, Simmons
Assistant Professor: Haas, Flores, Shirley

This division contains the Departments of History, Psychology, Political Science, and Human Services. The B A. Degree is offered.

Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 1100 through 1199 are intended primarily for freshmen and sophomores. Courses numbered 2200 to 2299 are intended primarily for sophomores; the number may, alternately, mean credit of less than three semester hours.

Courses numbered 3300 through 3399 and above are intended primarily for juniors and seniors.

Courses numbered 4400 through 4499 are intended primarily for seniors. The number in parentheses following the course title indicates the number of semester hours credit for the course.

Abbreviations

Accounting	ACCT
Art and Design	ARTD
Biology	BIOL
Chemistry	CHEM
Computer Science	CSCI
Core	CORE
Economics	ECON
Education	EDUC
Early Childhood	EDUC
Middle Grades	EDUC

English	ENGL
Finance	FNCE
French	FREN
General Science	GSCI
German	GERM
Health and Physical Education	HPED
Physical Education	PEDU
History	HIST
Human Services	HUSV
Language	LANG
Latin American Studies	LAST
Library Science	LIBR
Management	MGMT
Marketing	MRKT
Mathematics	MATH
Music	MUSI
Nursing	NURS
Philosophy	PHIL
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religion	RLGN
Spanish	SPAN
Speech	SPCH
Theatre Arts	THEA
Women's Studies	WMST



ART AND DESIGN

Introduction

The Department of Art and Design offers course study in studio concentrations in painting/drawing, graphic/surface design, printmaking, ceramics/sculpture, and photography. The courses required of the studio concentration are specific and scheduling should be determined in consultation with an art faculty advisor. A student may choose a studio concentration in more than one area.

Objectives

The following objectives are established as a basis for the Art and Design Program at LaGrange College:

- to develop technical knowledge pertaining primarily to the student’s chosen area of concentration, but not limited to it.
- to assist students in finding and focusing their creative ideas into a consistent body of work.
- to instruct students in the correct means of presenting their work in a portfolio and culminating in a required senior exhibition.
- to encourage students to exhibit their work and acquaint them with the gallery system.
- to encourage students to pursue graduate study.
- to provide students with a basic understanding of the history of Western art
- to provide the students with a creative environment by using all available resources. This would include field trips to galleries and museums, course work in locations of artistic interest, guest lectures and workshops related to the exhibitions in the College’s galleries.

Requirements for a major in Art and Design:

9 hrs. – Art History – ARTD 1109, 1110, 1111

9 hrs. – Basic Core – These should be taken during the freshman/sophomore year as these courses are generally considered to be prerequisites for all other studio courses – ARTD 1151, 1152, 1153

12 hrs. – Introductory Studio Courses: One course from each of the following studio disciplines:

Painting or Drawing
Design or Printmaking
Photography
Ceramics or Sculpture

12 hrs.– Major Concentration – four additional courses in one of the above disciplines including Senior Seminar.

3 hrs.– Senior Seminar – A course in which senior art majors bring into focus their artistic objectives in a body of work to be presented in an exhibition. The student will also create an artists' statement, resume and a slide portfolio.

45 hrs. – total hours required of the art major

Assessment

Success in achieving the objectives of the Art and Design major will be measured in the following ways:

- Sophomore portfolio review
- Completion of each major course with a grade of C or better
- Exemplary completion of assignments and independent study, and the presentation of work in scheduled critiques.
- An Exit or Senior Exhibition of work done in the student's major studio discipline.

Awards

The Art and Design Department presents four awards annually during Honor's Day Convocation. These are purchase awards that allow the college to acquire works of art by the award recipients. The faculty of the Art and Design Department presents these awards to graduating seniors for superior performance and a proven commitment to their craft.

Course Descriptions (ARTD)

1109. Art History Survey I. (3) * Fall

A course in the visual arts of western civilization from the Paleolithic period through the 16th century. Cultures surveyed will include Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, Medieval, Gothic and the Italian and Northern Renaissance.

1110. Art History Survey II. (3) * Spring – alternate years

This course will survey the history of Western art and architecture from the Baroque period to the beginning of the 20th century, including the stylistic movements of the Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Expressionism And Cubism.

1111. Modern and Contemporary Art History. (3) * Spring- alternate years.
This course traces the development of 20th century painting and sculpture beginning with Picasso and cubism and includes the movements of surrealism, futurism, abstract – expressionism, pop, op, minimalism, conceptual art, super realism and neo-expressionism. While emphasis is given to painting and sculpture, developments in architecture, photography and crafts are also included.

1151. Basic Drawing. (3) * Fall
A course in drawing fundamentals, including line, value, composition, perspective, and chiaroscuro. A variety of drawing media will be explored.

1152. 2-D Design. (3) * Spring
A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships will be included.

1153. 3-D Design. (3) * Fall
This course will explore the fundamentals of three-dimensional form using various materials such as wood, clay, plaster, paper, etc. Craftsmanship, creative thought, and transformation of ideas into form while becoming familiar with proper use of tools and equipment is also emphasized.

2201. Graphic Design I: Fundamentals. (3) * Fall
An introduction to the fundamentals of graphic design, including typography, logo design and basic desktop publishing. Basic MacIntosh computer skills will be covered, including working with fonts, system basics, printers and service bureaus, and understanding file formats.

2211. Life Drawing. (3) Spring, alternate years
A course in the study of human anatomy and the expressive potential of the human form. Drawing from the model, both nude and clothed, and from the skeleton using a variety of drawing media.

Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

2222. Graphic Design II: Layout and concepts. (3) Spring
A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, magazine and poster design and others. Page layout for both traditional print and web pages will be examined.

Prerequisite: ARTD 2201

2223. Basic Photography. (3) * Fall
An introductory course in black and white photography. The course includes the mechanics of the camera, film exposure for zone placement, film processing and printing from the negative as well as a survey of the history of photography.

2224. Photography II . (3) Spring

A course in studio and large format photography using both black / white and color materials. Projects are assigned in lighting, exposure controls using sheet film with the 4 x 5 and 8 x 10 view camera, film processing, printing, and advanced techniques of photographing the still life, portraits, architecture, landscape, and in commercial applications of photography.

2227. Ceramics–Methods and Materials (3) * Fall

This course is an introduction to ceramic methods and techniques. It will explore both wheelthrowing and handbuilding used in forming vessels and sculpture. This will include using the potter's wheel, slabs, coils, textures to create form. Glazing, decoration and firing methods such as raku, pitfire and standard reduction will also be emphasized.

2229. Ceramics–Wheelthrowing. (3) * Spring

This course is an introduction to basic wheelthrowing techniques, beginning with centering and opening then progressing to pulling basic cylindrical forms, teapots and bottles. Glazing, decoration and firing methods such as raku, pitfire, and standard reduction are also included.

Prerequisites: none

2271. Acrylic Painting . (3) Fall

An introduction to painting with acrylics. Projects will explore the fundamentals of composition and modeling with color and light, as well as abstraction and mixed media.

Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

2272. Sculpture I . (3) * Spring

The projects in this class will address both traditional and contemporary issues in sculpture such as figure modeling, carving, found object sculpture, narrative imagery, environmental sculpture and metal working.

2273. Printmaking I. (3) * Fall

A course in the basics of intaglio and relief printmaking techniques, selected print and book arts media, and the development of creative imagery.

2275. Oil Painting (3) Spring

An introductory course in painting with oils, including color mixing, glazing, modeling, and composition.

Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

3222. Digital Imaging. (3) Spring

A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery.

Prerequisite: ARTD 2201 or permission of instructor

3301. Applied Surface Design. (3) Fall

An overview of the basics of surface design for commercial and large scale use. Areas of exploration include historical influences and the development of pattern, abstraction, modular units, and color relationships.

Prerequisite: ARTD 1152

3311. Advanced Life Drawing. (3) Spring

Advanced work with the figure in projects exploring composition and subjective expression.

Prerequisite: ARTD 2211

3323. Photography III. (3) Fall

Advanced work in black and white photography to illustrate social and narrative issues relevant to the photographer's concerns. Emphasis will be placed on documentary photography, its history and the stylistic techniques of contemporary photojournalism. Projects dealing with reportage, illustration, documentation and the photographic essay will be assigned.

Prerequisite: ARTD 2223 or consent of instructor.

3324. Photography IV. (3) Spring

Independent studio experience in advanced large format photography. Each student will create a series of projects based on the concepts presented in ARTD 2224.

Prerequisite: ARTD 2224

3327. Intermediate Ceramics. (3) Fall

This course will emphasize ceramic design using handbuilding and/or wheelthrowing techniques. Projects are flexible in their construction method in order to accommodate different ability levels and interests. Projects with commercial potential such as lamp bases, teapots, covered jars and tile, etc. will be explored. Glazing, decoration and firing methods such as raku, pitfire, and standard reduction are also emphasized.

Prerequisite: ARTD 2227, 2229 or consent of instructor

3329. Advanced Ceramics (3) Spring

This course is designed to allow the student to independently explore methods and techniques covered in previous ceramic classes.

Prerequisite: ARTD 2227, ARTD 2229, 3327

3341. Internship. (3-9) Fall, January, Spring

A supervised experience in an off campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

3351 – 3352. Studio Concentration. (3-6) Fall and Spring

An independent studio experience where the advanced and senior status art major brings into focus and produces a body of work in one or two disciplines. The student may take from 3 to 6 hours of credit in this course depending on the student's interest. The course includes discussion and readings in contemporary theory and criticism, field trips to museums and galleries, the creation of a personal artist statement, group critiques, writing a vitae, and business and graduate school opportunities.

3355. Advanced Drawing. (3) Spring, alternate years

An exploration of advanced problems in drawing. Topics may include color, concepts of space, and experimental approaches to various drawing media.

Prerequisite: ARTD 1151 (Basic Drawing)

3371. Intermediate Painting. (3) Fall

Advanced work in either acrylics or oils. Projects will allow for the development of personal imagery, experimental approaches to the media, and other advanced concepts.

Prerequisite: ARTD 2271 or 2275

3372. Sculpture Methods II. (3) Spring

This course is designed to allow the student to independently explore ideas, methods and techniques covered in previous sculpture classes.

Prerequisite: ARTD 2272

3373. Printmaking II. (3) Fall

A continuation of Art 2273 including advanced exploration of color prints and other selected print and book arts media.

Prerequisite: ARTD 2273

3375. Advanced Painting. (3) Spring

A further exploration of either oils or acrylics. Students develop a series of paintings that explore specific imagery, materials, or techniques.

Prerequisite: consent of instructor

*** Denotes courses in Art and Design that may satisfy Fine Arts requirements in Core Curriculum**

BIOLOGY

Specific Objectives for the Major

The biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon from the subcellular through the organismic level. All majors will have the opportunity to learn about the diversity of living organisms and the significance of these organisms to the natural ecosystem and to man's economy. All majors will learn about the human as a model for anatomy, physiology, histology and embryonic development, as a host of parasites and as a product of organic evolution. Biology students will also gain an understanding of life on a smaller scale as they encounter patterns of inheritance, gene action, microbiology, life at the cellular level and the impact of microorganisms.

Method of Accomplishing Objectives

The student is presumed to have accomplished the general and specific objectives by satisfactorily completing the courses which constitute the major. A major in biology consists of the following courses: Biology 1101-1102, 2201-2202, 3301-3302, 4401-4402 and Chemistry 1101-1102. Typically a student who starts in Biology 1102 and 1102 as a freshman will take the Organismic Biology block as a sophomore, the Human Biology block as a junior and the Cell and Molecular Biology block as a senior. It is recommended that the student take Chemistry 1101 and 1102 as a freshman or sophomore. Students who are preparing for entrance into graduate school or professional schools may need to take additional chemistry, math and physics courses as indicated in the Pre-Professional and Co-operative Programs section of this catalog.

Demonstration of Accomplishment of Objectives

The student will demonstrate that he has accomplished the objectives of the major by passing the departmental exit exam at the 70% level or higher. The Biology department continues to use the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of its students in attaining these goals.

Career Options

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry, veterinary medicine or physical therapy. In addition, many graduates find employment in industry—some in laboratories, some in management and others in research and development. Most careers require further formal study in graduate or professional schools.

Course Descriptions (BIOL)

1101. General Biology I. (4) Fall, Spring

This is the beginning Biology course for majors and non-majors. It is a pre-requisite to all other biology courses except for Human Anatomy and Physiology. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, gene action and functioning of the organ systems are among topics covered in General Biology. There are no pre-requisites to General Biology I.

1102. General Biology II. (4) Spring

This course is a continuation of General Biology I.

Prerequisite: BIOL 1101

1148. Human Anatomy and Physiology I. (4) Fall

A study of the structure and function of the human body. Designed for nursing majors. May be taken as core science requirement and may be substituted for BIOL 1101 as a prerequisite to BIOL 2320.

Prerequisite: none

1149. Human Anatomy and Physiology II. (4) Spring

A continuation of Human Anatomy and Physiology I.

Prerequisite: none

2201. Organismic Biology I. (4) Fall

Organismic Biology deals with the organisms, populations and ecosystems as the targeted level or organization. Organic evolution as a source of diversity of organisms, schemes of classification of organisms and the biology of the organisms themselves are the chief targets of this course. Population dynamics and ecological interactions are also included.

Prerequisites: BIOL 1101 and 1102

2202. Organismic Biology II. (4) Spring

This course is a continuation of Organismic Biology I.

Prerequisite: BIOL 2201

2320. Medical Microbiology. (4) Spring

A study of human disease caused by pathogenic microbes and helminths. Laboratory activities focus on bacteria as model organisms.

Prerequisites: BIOL 1101 and 1102

3301. Human Biology I. (4) Fall

An examination of the human body emphasizing embryology, anatomy, physiology, histology, neurobiology and evolution. Designed for upper-level Biology majors.

Prerequisites: BIOL 1101 and 1102

3302. Human Biology II. (4) Spring

A continuation of Human Biology I.

Prerequisite: BIOL 3301

4401. Cell and Molecular Biology I. (4) Fall

A study of morphology, physiology, heredity, classification,, ecology, pathology and host defense at the cellular level, with laboratory activities involving prokaryotes and eukaryotes. Senior status recommended.

Prerequisite: BIOL 1102

4402. Cell and Molecular Biology II. (4) Spring

A continuation of BIOL 4401.

Prerequisite: BIOL 4401

4495. Independent Study/Internship (1-4) On Demand

Although not required as part of the biology major nor available as a substitute for any of the biology major courses, this course provides an opportunity for students, on an individual basis, to pursue in-depth study of a particular biology topic or to gain added experience and insight through internship in off-campus settings.

Prerequisite: Consent of the instructor and the Academic Dean

BUSINESS

Introduction

The Business Division of LaGrange College is committed to academic excellence through degree programs designed to prepare its students for a wide variety of careers in business. The liberal arts education that students receive at LaGrange College provides the foundation for critical thinking, communication, and the leadership skills needed for a successful professional career. The Division seeks to enhance the College's liberal arts curriculum by offering coursework and internship opportunities that give students a fundamental understanding of business and provide them with the knowledge and skills needed for effective decision making in a dynamic, global and technologically oriented environment.

For students who elect to pursue a major in a degree program other than business, the Business Division also offers minors in Accountancy and Business Management. The minors provide students with opportunities to develop a greater awareness and understanding of the role and functioning of business. Requirements for the programs are presented in the pages that follow (or where otherwise noted):

- **Minor in Accountancy**
- **Minor in Business Management**
- **Bachelor of Science (BS) in Accountancy**
- **Bachelor of Science (BS) in Business Management**
- **Bachelor of Arts (BA) in Business (See separate LC Evening College Bulletin)**
- **Master of Business Administration (MBA) (See separate Graduate Bulletin).**

The Masters and Bachelors programs are accredited nationally by the **Association of Collegiate Business Schools and Programs (ACBSP)**.

Objectives

As a liberal arts college, LaGrange College is dedicated to the strengthening of students' creative, critical, and communicative abilities. The Business Division offers several degree programs within this context. While the primary objective of each of these programs is to support the liberal arts mission of the institution, each major is designed to provide a different business emphasis that will complement the liberal arts while at the same time providing professional preparation in the business disciplines.

A **Minor in Business Management** is available to any LaGrange College student, regardless of major. Courses cover the basic functional areas of business. The minor is designed to help students develop the ability to recognize and solve business and organizational problems and understand the role of business in the community, nation and the world. Such exposure should enhance the student's employment opportunities.

The Division also offers a **Minor in Accountancy** which will significantly increase the employment options of students of any major.

The newest Business Division major is the **BS in Accountancy**. One of the most challenging majors available to students at LaGrange College, the Accountancy major gives the student the accounting foundation needed for effective decision making in an organization. Gone are the days of "bean counters" and green eyeshades. Today's accountants must be able to communicate, synthesize and innovate; they not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the liberal arts skill base to give students the business and accounting knowledge they will need in a business setting. The student planning to work in the accounting function will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and prepare for the fifth year of study for the CPA.

The **BS in Business Management** degree program is designed to help students develop ideals that are ethically sound and socially desirable; cultivate an awareness of the social, political and economic developments to which businesses must adapt; develop sound judgment and effective communication skills; and develop their individual interests and talents. Coursework provides both the theoretical and practical foundation needed by business, as well as government and not-for-profit organizations. There is sufficient theoretical and quantitative rigor in this program so that the student will be well prepared to embark on a professional career.

All of the business programs emphasize the global business perspective. As we move into the 21st Century, fewer and fewer businesses operate completely within the United States' borders. Today's student must have a global perspective in order to compete in the international arena. Additionally, each course also emphasizes ethics in decision-making. As a church-related institution, LaGrange College is dedicated to graduating students with character and integrity. The business curriculum supports those values.

Program Requirements

Accountancy and Business Management Minors

A minor declaration may be made at any time but no later than fall term of the junior year, allowing enough time to complete the course sequence.

Minor in Accountancy

Students desiring to minor in Accountancy must complete five courses:

ACCT 2201	required	3
ACCT 2202	required	3
ACCT 3301	required	3

And two of the following:

ACCT 3302	3
ACCT 4401	3
ACCT 4410	3
ACCT 4415	3
ACCT 4430	3

Minor in Business Management

Students minoring in Business Management must complete the following five courses:

ACCT 2201	3
ECON 2201	3
MRKT 3380	3
MGMT 3370	3
MGMT 4440	3

Accountancy and Business Management Majors

If possible, students should declare their intention to pursue a major in Accountancy or Business Management during the spring semester of their freshman year. This early declaration of a major is especially important for students desiring to pursue the BS in Accountancy degree because of the necessary sequencing of courses prerequisite to the upper level accountancy courses. Business majors (BS in Accountancy and BS in Business Management) should note that the applicable requirements for the major, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation.

In addition to the course requirements, students pursuing a Bachelor's degree offered by the Business Division must obtain a passing score on a comprehensive Program Assessment Test (PAT).

Bachelor of Science in Accountancy

Students may declare accountancy as their major at any point; however, in order to remain an accountancy major, they must meet the following criteria:

1. Completion of ACCT 2201 and ACCT 2202 with a grade of 'B' or better.
2. Completion of all other major requirements with a grade of 'C' or better.

Exceptions to the above criteria may be made at the discretion of the Accountancy Program Director. Any accountancy major whose overall GPA or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Failure to do so will result in being dismissed from the Accountancy program.

Students pursuing a Bachelor of Science degree in Accountancy must complete 63 semester credit hours above the general education requirements, including the following:

ACCT 2201	ACCT 2202	ACCT 3301
ACCT 3302	ACCT 3354	ACCT 4401
ACCT 4410	ACCT 4415	ACCT 4430
ACCT 4488	ECON 2201	ECON 2202
ECON 3333	FNCE 3356	MGMT 2290
MGMT 2291	MGMT 3351	MGMT 3370
MGMT 3390	MGMT 3391	MGMT 4440
MGMT 4490	MGMT 4491	MRKT 3380
MATH 1114		

Accountancy majors must complete all of the general requirements **except CORE 1110, Quantitative Reasoning**. MATH 1114 may substitute for this requirement.

Students planning to sit for the CPA examination are required by Georgia law to complete 150 semester credit hours. Although a total of 117 hours are required for a BS degree in Accountancy, it is recommended that for students pursuing licensure as a Certified Public Accountant (CPA), 120 semester hours be completed in their first four years of study. The Accountancy Program Director will assist students in determining how they should acquire the final 30 semester hours needed.

Recommended Progression Grid for Accountancy Majors*

Freshman Year - Fall Semester		Interim	Freshman Year - Spring Semester	
	- Course -			- Course -
3 *	CORE 1101 Fr. Cornerstone	3	3	CORE 2000 Foundations of Well-Being
1	CORE 1101 L. Fr. Cornerstone Lab.		3 **	ENGL 1102 Rhetoric/Comp. II
3	ENGL 1101 Rhetoric/Comp. I		4	Science II
4	Science I		3	MATH 1114 Statistics
3	MATH (by Placement)			
14 Hours		3 Hours	13 Hours	
Sophomore Year - Fall Semester		Interim	Sophomore Year - Spring Semester	
	- Course -			- Course -
3 **	CORE 2201 Humanities I	3	3 **	CORE 2202 Humanities II
3	ACCT 22 01 Acct. for Decision Makers I		3	ACCT 2202 Acct. for Decision Makers II
3	ECON 2201 Principles of Microeconomics		3	ECON 2202 Principles of Macroeconomics
3	RLGN 1102, 1103 or 1105		1	MGMT 2291 Sophomore Seminar II
1	MGMT 2290 Sophomore Seminar I		3	FINE ARTS (Art, Music, or Theatre)
13 Hours		3 Hours	13 Hours	

Junior Year - Fall Semester		Interim	Junior Year - Spring Semester	
	- Course -			- Course -
3	ACCT 3301 Intermediate Financial Acct. I	3	3	ACCT 3302 Intermediate Financial Acct. II
3	ACCT 3354 Financial Statement Analysis		3	MGMT 3370 Management and Org. Behavior
3	MGMT 3351 Legal and Ethical Environment of Business		3	CORE 3301 American Experience
3	MRKT 3380 Principles of Marketing		3	FNCE 3356 Bus. Investment Analysis
1	MGMT 3390 Junior Seminar I		1	MGMT 3391 Junior Seminar II
3	ECON 3333 Financial Markets			
16 Hours		3 Hours	13 Hours	
Senior Year - Fall Semester			Senior Year - Spring Semester	
	- Course -			- Course -
3	ACCT 4410 Tax I		3	MGMT 4440 Management Simulation
3	Language requirement		3	Language requirement
3	ACCT 4430 Advanced Accounting		3	ACCT 4401 Assurance and Attestation
3	ACCT 4488 Research in Accounting		3	ACCT 4415 Acct. for Internal Dec. Makers
1	MGMT 4490 Senior Seminar I		1	MGMT 4491 Senior Seminar II
13 Hours			13 Hours	

Reminder: Students are required to take at least three (3) Interim courses.

**** A total of 117 hours are required for a BS degree in Accountancy.***

***** Must be taken in the term shown.***

Bachelor of Science in Business Management

To declare a major in Business Management the student must complete ACCT 2201 and ECON 2201 with a grade of 'C' or better. To remain a major in good standing the student must complete all other major requirements with a grade of 'C' or better and maintain an overall GPA and a major GPA of no less than 2.50/4.00.

Exceptions to the above criteria may be made at the discretion of the Business faculty. Any student in the Division whose overall GPA or major GPA falls below a 2.50 will be placed on probation and has one semester in which to remove the probationary status. Failure to do so could result in being dismissed from the program.

Students pursuing a Bachelor of Science degree in Business Management must complete 51 semester credit hours of business coursework (above the general education

requirements) for a total of 108 semester hours. The required courses for the B.S. in Business Management include the following:

ACCT 2201	ACCT 2202	ECON 2201
ECON 2202	MGMT 3351	MGMT 2290
MGMT 2291	FNCE 3354	MGMT 3370
MRKT 3380	MGMT 3388	MGMT 3390
MGMT 3391	MGMT 4440	MGMT 4490
MGMT 4491	MAJOR Elective	MAJOR Elective
MATH 1114	MATH 1117 or 1121	ENGL 3312 (or approved elective)

Business Management majors must complete all of the general requirements **except CORE 1110, Quantitative Reasoning**. Either MATH 1117 or 1121 will be substituted for this requirement.

Recommended Progression Grid for Business Management Majors*

Freshman Year - Fall Semester		Freshman Year - Spring Semester	
	- Course -		- Course -
4 **	CORE 1101 Fr. Cornerstone	3	MATH 1117 or 1121
1	CORE 1101 L. Fr. Cornerstone Lab.	3	CORE 2000 Foundations of Well-Being
3	ENGL 1101 Rhetoric/Comp. I	3 **	ENGL 1102 Rhetoric/Comp. II
4	Science I	4	Science II
3	MATH (by Placement)		
14 Hours		13 Hours	
Sophomore Year - Fall Semester		Sophomore Year - Spring Semester	
	- Course -		- Course -
3	Lang/Cult (French, Spanish, or German)	3	Lang/Cult. (Fr. II, Spn, II or Grm. II)
3 **	CORE 2201 Humanities I	3 **	CORE 2202 Humanities II
3	ACCT 2201 Acct. for Decision Makers I	3	ACCT 2202 Acct. for Decision Makers II
3	ECON 2201 Principles of Microeconomics	3	ECON 2202 Principles of Macroeconomics
1	MGMT 2290 Sophomore Seminar I	1	MGMT 2291 Sophomore Seminar II
13 Hours		13 Hours	
Junior Year - Fall Semester		Junior Year - Spring Semester	
	- Course -		- Course -
3	FNCE 3354 Business Performance Analysis	3	ENGL 3312 Business Communications
3	MATH 1114 Statistics	3	MGMT 3370 Management and Org. Behavior
3	RLGN 1101, 1102, 1104 or 1105	3	MGMT 3388 Research Methods
3	MRKT 3380 Principles of Marketing	3	CORE 3301 American Experience
1	MGMT 3390 Junior Seminar I	1	MGMT 3391 Junior Seminar II
13 Hours		13 Hours	

Senior Year - Fall Semester		Senior Year - Spring Semester	
	- Course -		- Course -
3	MGMT 3351 Legal and Ethical Environment of Business	3	MGMT 4440 Management Simulation
3	FINE ARTS (Art, Music, or Theatre)	1	MGMT 4491 Senior Seminar II
1	MGMT 4490 Senior Seminar I	3	Elective (in major)
3	Elective (in major)	3	Elective
13 Hours		13 Hours	

Reminder: Students are required to take at least three (3) Interim courses.

* A total of 108 hours are required for a BS degree in Business Management.

** Must be taken in the term shown.

Course Descriptions

Note that most courses have prerequisites and, generally, 2200-level courses are introductory. Additionally, eligibility for 4400-level work requires completion of all 3300-level courses. Prerequisites are shown after the course description.

All major and minor courses must be completed with a grade of 'C' or better. (Note: All BS in Accountancy students must complete ACCT 2201 and ACCT 2202 with a grade of 'B' or better.)

Accountancy (ACCT)

2201. Accounting for Decision Makers I (3) Fall

Focuses on business events and examines these events from both an external financial reporting perspective and an internal management decision-making perspective. Provides an introduction to the role of contracts, both implicit and explicit, within the business environment, and the role of accountancy in providing information for negotiation, execution and monitoring of such contracts. Topics include contracting as a means of coordinating interactions between members of society, the role of information in making various contract-related decisions, accounting information systems, and the roles of accountants in society. Projects facilitate self-discovery of knowledge and development of a variety of professional skills and attitudes.

2202. Accounting for Decision Makers II (3) Spring

Continuation of Accounting for Decision Makers I.

Prerequisite: ACCT 2201

3301. Intermediate Financial Accounting I (3) Fall

Decision-making implications of information provided to external stakeholders including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements. Concepts from economics, statistics, and psychology emphasize the use of quantitative techniques to comprehend uncertainty and risk.

Prerequisite: ACCT 2201

3302. Intermediate Financial Accounting II (3) Spring

Continuation of Intermediate Financial Accounting I.

Prerequisite: ACCT 3301

3354. Financial Statement Analysis (3) Fall

A comprehensive survey of the basic tools and models used in contemporary financial statement analysis.

Prerequisites: ACCT 2201, ECON 2201

4401. Assurance and Attestation (3) Spring

A conceptual introduction to the credibility lent by an independent party to the assertions one contracting party makes to other contracting parties. Topics include the demand for assurance and attestation services, and concepts including evidence, ethics, risk and control.

Prerequisite: ACCT 3302

4410. Federal Income Tax Concepts and Practice (3) Fall

This course introduces students to U.S. Federal income tax concepts and principles and the application of such concepts to business operating, investing and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Tax research methods are also introduced.

Prerequisite: ACCT 3302

4415. Accounting for Internal Decision Makers (3) Spring

Decision making implications of information provided to organization managers. Concepts from economics, statistics, and psychology emphasize the use of quantitative techniques to manage uncertainty and risk. Topics include planning and control techniques, construction of static and flexible budgeting, and product costing mechanisms.

Prerequisite: ACCT 2202

4430. Advanced Accounting (3) Fall

A journey into more advanced accounting topics. Topics include consolidations, partnerships, foreign currency translations, and derivatives.

Prerequisite: ACCT 3302

4440. Accounting Information Systems (3) On demand

An introduction to the systems, procedures, and processes management employs to control operating activities, information reporting systems, and compliance with applicable laws, rules and regulations. Topics include design and evaluation perspectives of control environment, risk assessment, control activities, information and communication and monitoring.

Prerequisite: ACCT 2202

4460. Internship in Accounting (1-3) On demand

This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of accounting concepts by entering into a specific “help rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extend of the host enterprise’s commitment to assist the student in further extending his/her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

Prerequisites: Accountancy major with demonstrated superior capabilities and prior approval of the contract by the Division faculty

4480. Special Topics in Accounting (3) On demand

A series of special topic courses will provide students with exposure to issues and concepts not covered in their regular course work. Most topics will include work with “real-world” organizations.

Prerequisite: ACCT 2202 and consent of instructor

4488. Research in Accounting (3) Fall

This course provides a conceptual understanding of the accounting process and the background skills to do research in the authoritative accounting literature.

Prerequisite: ACCT 3302

Economics (ECON)**2201. Principles of Microeconomics (3) Fall**

An introduction to the science of economics and its analytical tools. This course is primarily devoted to providing the student with a thorough understanding of the basic principles of microeconomic theory: the study of the economic behavior of individual household and firms and the determination of factor prices.

2202. Principles of Macroeconomics (3) Spring

A general introduction to determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policy.

3310. Managerial Economics (3) On demand

Focuses on the use of microeconomic principles using mathematical and statistical tools to make/analyze business decisions.

Prerequisites: ACCT 2201, ECON 2201 and MATH 1114 or 1117 or 1121

3333. Financial Markets (3) On demand

An in-depth survey of the functions of the international monetary system, the currency exchange market and the international money and capital markets and the role these markets play in the firm's financial decisions.

Prerequisites: ACCT 2201, ECON 2201 and MATH 1114 or 1117 or 1121

4481. Special Topics in Economics (3) On demand

A series of special topic courses providing the student with exposure to issues and concepts in economics not covered in other course work.

Prerequisites: Senior standing and consent of instructor

Finance (FNCE)

3354. Business Performance Analysis (3) Spring

A comprehensive survey of the basic tools and models utilized in contemporary financial management decisions.

Prerequisites: ACCT 2201

3356. Business Investment Analysis (3) On demand

The course will examine the equilibrium pricing of capital assets, the efficiency of the firm's capital allocation process/capital budgeting process, and the formulation of investment policies and strategies.

Prerequisites: ACCT 2201, ECON 2201, ACCT or FNCE 3354

3357. Investments (3) On demand

This course provides students with an introduction to the tools for analyzing the potential returns and risks of individual securities and how to combine them efficiently into portfolios. The subject matter will be presented primarily from the viewpoint of the individual investor. The course will also examine the market equilibrium pricing of capital assets, risk-adjusted evaluations of portfolio performance, the efficiency of the capital allocation process in security markets, the formulation of investment policies and strategies, and other investment-related topics.

Prerequisites: ACCT 2201, ECON 2201, ACCT or FNCE 3354

3358. Seminar in Finance I (1) Fall

A one-hour seminar in fundamental analysis and portfolio management

Prerequisite: FNCE 3357 and consent of instructor

3359. Seminar in Finance II (1) Spring

A one-hour seminar in fundamental analysis and portfolio management

Prerequisite: FNCE 3357 and consent of instructor

4482. Special Topics in Finance (3) On demand

A series of special topic courses providing the student with exposure to issues and concepts in finance not covered in other course work.

Prerequisites: Senior standing and consent of instructor

Management (MGMT)

2215. Business Fundamentals (3) Fall

This course is designed to provide a broad overview of fundamental concepts related to the field of Business including the core areas of Accounting, Economics, Finance, Management, Marketing and Information Systems. A variety of historical, ethical, and practical issues relating to business in both the domestic and international sectors will also be covered.

2290. Sophomore Seminar I (1) Fall

This is an applied course designed to help students in their business studies. Topics to be covered include study and writing skills as well as an introduction to case analysis.

Prerequisites: Sophomore standing

2291. Sophomore Seminar II (1) Spring

This course is designed to provide business students with the fundamental skills needed to create and manage computer-based spreadsheets, presentations and statistical analyses.

Prerequisites: Sophomore standing, ACCT 2201, ECON 2201

(Graded on a Pass/No Credit basis)

3322. Business Ethics (3) On demand

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

Prerequisites: Senior standing, ACCT 2201, ECON 2201, MGMT 3370,
or consent of instructor

3351. Legal and Ethical Environment of Business (3) Fall

This course addresses the legal and ethical implications of business decisions. Topics may include legal organization, employment, discrimination, contract, workplace, safety, product liability and antitrust issues. Cost-benefit analysis will be used as a tool to evaluate business decisions in light of existing legal rules and social responsibility.

3370. Management and Organizational Behavior (3) Spring

A study of the science and art of management with special emphasis on motivating and leading individuals in an organization.

Prerequisites: ACCT 2201, ECON 2201, or consent of instructor

3374. Interpersonal Relations in Organizations (3) On demand

A study of human interaction in the organization context. Topics to be covered include self-concept, frames of reference, values and attitudes, barriers and breakdowns in communications.

Prerequisites: ACCT 2201, ECON 2201, MGMT 3370, or consent of instructor

3376. Managing Human Resources (3) On demand

The study of the basic principles and functions of effective personnel administration and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of groups.

Prerequisites: ACCT 2201, ECON 2201, MGMT 3370

3388. Research Methods (3) Spring

Focuses on the survey research process and the analysis of data. Covers topics such as problem definition, research design, sampling techniques, questionnaire development, data collection methods and data analysis.

Prerequisites: ACCT 2201, ECON 2201, MGMT 3370, MRKT 3380

3390. Junior Seminar I (1) Fall

The use of business cases as a learning method is well established in the field of business. To support this learning method, this course has been designed to help students develop critical thinking skills to analyze business cases as well as speaking and presentation skills to present their work in a professional manner.

Prerequisite: Junior standing

3391. Junior Seminar II (1) Spring

This course is designed to help students discover their interests, skills, and abilities in their chosen major. Topics to be covered include career management and interpersonal communication skills, including conflict negotiation.

Prerequisites: Junior standing

4401. Entrepreneurship (3) On demand

A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.

Prerequisites: ACCT or FNCE 3354, MGMT 3370, MRKT 3380

4440. Management Simulation (3) Spring

This is the capstone course for majors in business. It incorporates the use of a computer-based simulation in an effort to integrate all of the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting, and management decisions to run their company effectively. The student's grades are a function of individual and group performance.

Prerequisites: Senior standing, completion of all course requirements in major, or consent of instructor

4460. Internship in Business (1-3) On demand

This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of enterprise operations by entering into a specific "help rendered learning accomplishment" contract with a cooperating area enterprise. The contract will specifically identify the student's obligations and duties, the nature and extend of the host enterprise's commitment to assist the student in further extending his/her knowledge of enterprise operations, and the basis on which the student's learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student's graduation requirements.

Prerequisites: Business major with demonstrated superior capabilities and prior approval of the internship contract by Division faculty

4470. Advanced Research in Business (1-3) On demand

Research project or paper in business or economics. A student must present a course description/project proposal in writing to the faculty member chairing the research for approval by the end of pre-registration during the quarter prior to enrolling for the course. No more than 3 credit hours per term and a maximum of 6 credit hours may be applied toward the student's graduation requirements.

Prerequisites: MGMT 3388 and prior approval by Division faculty

4483. Special Topics in Management (3) On demand

A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work.

Prerequisites: Senior standing and consent of instructor

4490. Senior Seminar I (1) Fall

This course is designed to help guide students through the process of preparing for a career. Topics to be covered include experiences and activities that enhance employability, resume preparation and cover and thank you letter development.

Prerequisite: Senior standing (Graded on a Pass/No Credit basis)

4491. Senior Seminar II (1) Spring

This course is designed to help guide students through the process of preparing for a job interview. Topics to be covered include experiences and activities that enhance employability, identifying skills needed for a job, question and answer preparation, and effective interviewing techniques.

Prerequisites: Senior standing, MGMT 4490, or consent of instructor
(Graded on a Pass/No Credit basis)

Marketing (MRKT)**3380. Principles of Marketing (3) Fall**

An introduction to the important principles of marketing management and the role of marketing in a contemporary society, in business enterprises and in the nonprofit organization. Considers the planning, operation and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings.

Prerequisites: ACCT 2201, ECON 2201

3381. Advanced Marketing (3) On demand

Provides training in marketing decision making. Uses case studies simulating actual business settings to help students develop analytical abilities and sharpen their communication skills. Covers topics that range from techniques used to analyze a market to the development of a total marketing strategy.

Prerequisites: ACCT 2201, ECON 2201, MRKT 3380

4484. Special Topics in Marketing (3) On demand

A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work.

Prerequisites: Senior standing, MRKT 3380 and consent of instructor

CHEMISTRY

Introduction

Chemistry is often referred to as the central science, because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Chemistry Department focuses its introductory chemistry course as an element in a liberal education, a service to other departments and the beginning of a comprehensive study of chemistry. The department offers both B.A. and B.S. majors as well as a minor which can lead to a variety of future occupations. Students with a major in chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school and law school (patent law and corporate law), as well as becoming laboratory technicians and salespersons for chemistry and related industries.

The B. A. degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B. A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The B.S. program is designed for those going on to graduate school in a chemically related field (chemistry, biochemistry, molecular biology, chemical physics, environmental science, or forensics) or those seeking employment as chemists after graduation. The B.S. degree is generally more highly valued at professional schools because entrance standards are high. While the B.S. degree is more demanding of a student's time, there is sufficient time for electives outside the sciences.

Objectives

The specific objectives for the respective degrees are as follows:

The Bachelor of Science Degree

Students who earn the B.S. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic Relationships
- Thermochemistry
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods

- Volumetric and gravimetric analytical theory and practice
- Analytical instrumentation theory and practice
- Thermodynamics
- Chemical dynamics
- Quantum mechanics and spectroscopy
- Either advanced inorganic chemistry, advanced organic chemistry or biochemistry
- Knowledge of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum in chemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Analytical Chemistry 2251	4 semester hour
Physical Chemistry 3301, 3302, 3303L	8 semester hours
Junior Seminar, Chemistry 3371	1 semester hour
Senior Seminar, Chemistry 4471	2 semester hours
Instrumental Analysis 4451	4 semester hours
Chemistry Elective (3000 or 4000 level)	4 semester hours

Additionally, a research experience is required. This should be taken between the junior and senior years or during the first semester of the senior year. This may be done on campus, in industry or in a research university summer program. Students may elect to earn 4900 credit for this required activity.

Supporting required courses include the following:

Mathematics 2221, 2222	8 semester hours
Physics 1121, 1122	8 semester hours
Library 4500	2 semester hours
A Computer Science programming course	3 semester hours

The scheduling of the B.S. curriculum is important. To be prepared to take the physical chemistry sequence, students should take calculus during the freshman year and physics during the sophomore year. It is highly recommended that students take general chemistry during their freshman year. The following would be a typical sequence of courses for the B.S. chemistry degree:

	Fall	Spring
First Year	CHEM 1101 MATH 2221	CHEM 1102 MATH 2222
Second Year	CHEM 2201 PHYS 1121	CHEM 2202 PHYS 1122

Third Year	CHEM 3301	CHEM 3302, 3303L CHEM 3371
Fourth Year	LIBR 4500 Computer Programming Chemistry Elective	CHEM 4451 CHEM 4471 Chemistry Elective

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Examinations on the following three topics: General, Organic and Physical. The students will additionally attain an appropriate score from one of the following examinations: Analytical, Instrumental, Inorganic or Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students' scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Arts-Chemistry

Students who earn the B.A. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- Either advanced inorganic chemistry, advanced organic chemistry or biochemistry

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts curriculum in chemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Analytical Chemistry 2251	4 semester hour
Physical Chemistry 3301	3 semester hours
Junior Seminar, Chemistry 3371	1 semester hour
Senior Seminar, Chemistry 4471	2 semester hours
Chemistry Elective	4 semester hours

Required supporting courses include the following:

Physics 1101, 1102 or 1121, 1122	8 semester hours
Math 1121 or 2221	3 or 4 semester hours
Library 4500	2 semester hours

The scheduling of the courses for the B.A. in chemistry can be flexible. The following is a proposed sequence to fulfill the requirements for the major.

	Fall	Spring
First Year	MATH 2105	MATH 1121
Second Year	CHEM 1101	CHEM 1102
Third Year	CHEM 2201 PHYS 1101	CHEM 2202 PHYS 1102 CHEM 3371
Fourth Year	CHEM 3301 LIBR 4500 CHEM 2251 Chemistry Elective	CHEM 4471 or Chemistry Elective

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students' scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third or final time, evidence of preparation must

be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Arts-Biochemistry

Students who earn the B.A. with a major in biochemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Physical measurements of chemical systems
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- In-depth study of biological molecules and metabolism
- Techniques of biotechnology

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts-Biochemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Physical Chemistry 3301	3 semester hours
Junior Seminar, Chemistry 3371	1 semester hour
Biochemistry, Chemistry 4421, 4422	8 semester hours
Senior Seminar, Chemistry 4471	2 semester hours
Math 1114 or 1121	3 semester hours
Physics 1101, 1102	8 semester hours
Library 4500	2 semester hours
Suggested but not required Biology	8 semester hours

Students who earn the B.A. with a major in biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry and/or (3) Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results, which are in the best interest of the students, will be used. These exams will be given at the end of the appropriate course(s) and will be

offered to students up to three additional times prior to the time of the students' scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The scheduling for the B.A. degree in biochemistry is also flexible. The following is a proposed schedule to meet the requirements for the degree. This degree provides a flexible yet strong program for the pre-health professional requirements.

	Fall	Spring
First Year		MATH 1121 or MATH 1114
Second Year	CHEM 1101	CHEM 1102
Third Year	CHEM 2201 PHYS 1101	CHEM 2202 PHYS 1102 CHEM 3371
Fourth Year	CHEM 3301 CHEM 4421 LIBR 4500	CHEM 4422 CHEM 4471

A suggested schedule to meet the Pre Health Professional Requirements and earn a B.A. degree in biochemistry is the following:

	Fall	Spring
First Year	CHEM 1101 BIOL 1101	CHEM 1102 BIOL 1102
Second Year	CHEM 2201 PHYS 1101 MATH	CHEM 2202 PHYS 1102 MATH
Third Year	BIOL 4321 CHEM 3301	BIOL 4322 CHEM 3371 MCAT, PCAT, VCAT, DAT etc.
Fourth Year	LIBR 4500 CHEM 4421	CHEM 4471 CHEM 4422

The 4000 series Biology and Chemistry could be switched during the third and fourth year depending on the interest of the student.

Declaration of Major

Before declaring a major in chemistry, a student must successfully (C or better) complete the introductory sequence (CHEM 1101, 1102). A student may declare a major after one term of chemistry with permission of the chair of the department.

Minor

A minor in chemistry shall consist of CHEM 1101, 1102, 2201, 2202 and two additional courses at the 2000 level or above. Students must demonstrate proficiency in general chemistry by passing the ACS General Chemistry Examination as stated above.

Chemistry Awards

The CRC Freshman Chemistry Award is awarded annually on Honors Day to the student with the most outstanding achievement in the CHEM 1101, 1102 General Chemistry sequence.

A.M. Hicks Award for outstanding achievement in organic chemistry, is awarded annually on Honors Day to the student taking organic chemistry who has attained the most outstanding record. The award is made in honor of Dr. A. M. Hicks who was a long time faculty member and chair of the department.

Course Descriptions (CHEM)

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, students must achieve a passing grade in both the lecture and laboratory portions of the course to obtain a passing grade in the course.

1101. General Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.

Prerequisite: MATH 1101 or placement in 2105 or higher.

1102. General Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, equilibria, acid/base equilibria, oxidation-reduction reactions and electrochemistry.

Prerequisites: CHEM 1101, MATH 1101 or placement in 2105 or higher.

2201. Organic Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of various classes of organic compounds including aromatic compounds.

Prerequisite: CHEM 1102

2202. Organic Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 2201 including spectroscopy, synthesis, carbonyls, and biomolecules.

Prerequisite: CHEM 2201

2251. Analytical Chemistry (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the theory and practice of volumetric and gravimetric quantitative analysis, chemical equilibrium, and acid/base chemistry.

Prerequisite: CHEM 1102

3301. Physical Chemistry I. (3 hrs. lec. per week) (3) Fall

An overview of thermodynamics, dynamics and quantum chemistry.

Prerequisites: CHEM 2202 or permission of instructor, MATH 1114 or MATH 2105 or placement in MATH 2221

3302. Physical Chemistry II. (3 hrs. lec. per week) (3) Spring

Selected topics in thermodynamics, dynamics and quantum mechanics will be studied in additional depth. Statistical mechanics will be introduced. Application of mathematics at the calculus level will be applied to these topics.

Prerequisites: CHEM 3301 and MATH 2222 or MATH 1121

3303L. Physical Chemistry Laboratory (6 hrs. lab per week) (2) Spring

Laboratory techniques in physical chemistry will be applied to thermodynamics, dynamics and quantum chemistry.

Pre- or co-requisite: CHEM 3302

3371. Junior Seminar (1 hr class per week) (1) Spring

A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information. In addition, students will explore career opportunities and prepare a portfolio and career plans.

Prerequisite: Junior standing

4421. Biochemistry I (3 hrs. lec., 3 hrs. lab per week) (4) Fall

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function and an introduction to metabolism and bioenergetics.

Prerequisite: CHEM 2202 or permission of instructor.

4422. Biochemistry II (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 4421 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.

Prerequisite: CHEM 4421

4431. Inorganic (3 hrs. lec. per week) (3) On Demand

An in-depth examination of atomic and molecular structure. Symmetry concepts are introduced and used.

Prerequisite: CHEM 3301 or consent of the instructor.

4451. Instrumental Analysis (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A study of instrumentation and advanced analytical techniques.

Prerequisite: CHEM 3301 or permission of instructor

4471. Senior Seminar (1 hr. class per week) (2) Spring

A capstone course which is thematic. Emphasis is on integration of the student's experience in chemistry and the presentation of chemical literature in seminar and written form.

Prerequisite: Senior standing

4800. Special Topics. (1-4 hours) On demand

A special topics course that may be designed to provide the student with exposure to topics and concepts not covered in the regular course offerings.

Prerequisite: Permission of advisor and chair

4900. Independent Study.

This course can vary and may be used to satisfy the research requirement for the B.S. major and provide research experience for B.A. majors.

COMPUTER SCIENCE

Introduction

The Computer Science Department at LaGrange College has several goals. With the goal of computer literacy for our general student population, courses are offered to acquaint students with microcomputer applications and networks. For students who want further study in computer science, the following options are available:

- A minor in computer science
- B. A. degree in computer science
- B. A. degree in computer science with a concentration in business
- B. S. degree in computer science

Objectives

Graduates from the B.A. and B.S. degree programs at LaGrange College should be able to do each of the following:

- Write programs in a reasonable amount of time that work correctly, are well documented, and are readable.
- Determine whether or not they have written a reasonably efficient and well-organized program.
- Know which general types of problems are amenable to computer solution and the various tools necessary for solving such problems.
- Assess the implications of work performed either as an individual or as a member of a team.
- Understand basic computer architectures.
- Pursue in-depth training in one or more application areas or further education in computer science.
- In addition, students in the B. S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the B.A. degree program with a concentration in business should have the knowledge of the functional areas of business necessary for working in that environment.

In order to be a major in computer science, a student must maintain a GPA of 2.25 or better. Students pursuing a B.S. degree must have a 3.0 average in those courses required for the major. All of the 1000-level or above courses in computer science, mathematics, and business that are required for the B.A. or B.S. degree or the minor must be completed with a grade of C or better.

The computer science curriculum at LaGrange College is based of the recommendations of the A.C.M. (Association for Computing Machinery). In addition, our students have the

opportunity to take courses that will make them more attractive in the job market. These courses include programming languages (such as C++, COBOL, Visual Basic, and Java), PC support and troubleshooting (including an A+ course), database administration (Oracle), network administration (Novell NetWare and Windows NT), and Web programming (including JavaScript, Perl, CGI, HTML, DHTML, XML, CSS, and Macromedia applications).

The accomplishment of these objectives will be demonstrated by the following:

1. Satisfactory performance on a programming test. This test will be based on the concepts learned in CSCI 1990 and 2990 and must be taken at the end of the semester in which the student completes CSCI 2990. The test will be offered once at the end of every semester in which CSCI 2990 is offered. The test must be satisfactorily completed by the end of the semester in which the student reaches senior status, but under no circumstances will a student be allowed to take the test more than four times prior to and including that semester. If the test has not been completed satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B. S. degree programs in computer science.
2. Satisfactory performance by the student in delivering a presentation at a regularly scheduled Computer Science Department seminar. This presentation will be developed with the approval of and possible input from the computer science faculty. If the student does not arrive at the scheduled time for the seminar or does not perform satisfactorily in the seminar, the department reserves the right to impose additional requirements to substitute for the seminar. A student who fails to fulfill these requirements will not be allowed to graduate.
3. Satisfactory completion of an assessment portfolio to be kept on each computer science major. The purpose of this portfolio will be to aid in assessing the professional development of each student and the growth of the student's programming skills as the student progresses through the computer science curriculum. Each portfolio will include the programming test described in item (1) above, a program selected by the instructor from CSCI 3250, three additional examples of the student's work, a copy of the student's resume, material from the departmental seminar presentation made by the student and described in item (2), a copy of the student's web page, and a personal information sheet (including forwarding address and phone number, e-mail address, and plans after graduation). The three examples of the student's work mentioned above must be approved for inclusion by faculty consensus. Maintaining the portfolio is the responsibility of the student. Additional information about the portfolio is available from the department.
4. Attendance at Computer Science Department seminars. Each student will be required to attend at least 50% of these seminars each semester. A student who fails to attend 50% of the seminars will be required to submit a short written report for each seminar *under the 50% missed*. Details concerning such written

reports are available from the department. Failure to attend 50% of the seminars and submit such reports will result in the student not being certified as a computer science graduate.

Career Opportunities

Students who complete the computer science major have a wide range of employment opportunities. These include positions in programming, PC support and troubleshooting, database administration, network administration, and Web programming. Graduates of the computer science degree program at LaGrange College have secured positions as I.T. department managers, I.T. security specialists, systems analysts, database administrators, webmasters, web designers, PC support specialists, as well as other positions. Companies employing these graduates include Milliken and Co., Interface, Duracell, Hitachi, Walt Disney World (I.T. security), Chick-Fil-A (I.T. department), Powertel, WestPoint Stevens, Total Systems Services, BellSouth, Texas Instruments, General Motors, and others.

In addition, a number of graduates have gone on to graduate school in areas such as computer science, computer engineering, electrical engineering, and management information systems.

Course Requirements

Core requirements for all students pursuing a minor, B.A., or B.S. in Computer Science (12 semester hours):

- CSCI 1990
- CSCI 2990
- One of the following: CSCI 2500, 2850, or 2900
- CSCI 3000

Requirements for the minor in Computer Science (6 additional hours):

- Two additional CSCI courses at the 3000-level or above

Requirements for the B.A. Degree (30 additional hours):

- CSCI 3050
- CSCI 3250
- CSCI 3700
- CSCI 3990
- Four additional CSCI courses at the 3000-level or above
- MATH 1114
- MATH 1121

Requirements for the B.A. with a concentration in Business (39 additional Hours):

- CSCI 3990
- Five additional CSCI courses at the 3000-level or above
- MATH 1114
- MATH 1121

- The five courses required for a minor in business: ACCT 2201; ECON 2201 or 2202, MGMT 3370, MRKT 3380, and MGMT 4440

Requirements for the B.S. Degree (41 additional hours):

- CSCI 3050
- CSCI 3250
- CSCI 3990
- CSCI 4100
- CSCI 4250
- CSCI 4900
- Four additional CSCI courses at the 3000-level or above
- MATH 1114
- MATH 2221
- MATH 2222
- PHYS 1101/1102 or 1121/1122 required as the laboratory science courses in the Core Program

Course Descriptions (CSCI)

1610. Introduction to Editing and System Languages. (2) On demand

This course is designed to assist and familiarize the student with the UNIX operating system. The course is designed for computer science students and for those who need to learn a UNIX-like operating system.

1630. Introduction to Microcomputers. (2) On demand

This course is designed to assist and familiarize the student with the operation of a personal computer. The course covers personal computer applications such as word processors and spreadsheets. It also briefly covers how to use the Internet.

1700. Microsoft Office and Information Systems. (3) On demand

An introduction to information systems software. Microsoft Office Professional will be the primary software utilized.

1990. Introduction to Algorithmic Design. (3) Fall, Spring

Problem solving and algorithmic design using the language C++. Structured programming concepts, debugging and testing documentation.

2050. PC Maintenance and Troubleshooting. (3) Fall Semester in even-numbered years

A study of basic computer hardware, how to install hardware components, and how to diagnose hardware problems. In addition, the course will include a study of the basics of Windows and DOS necessary for maintaining computer hardware. The course is designed to begin to prepare students for A+ certification, as well as for the benefit of those who just wish to upgrade and diagnose hardware and operating system problems on their own computers.

Prerequisite: CSCI 1630 or consent of instructor.

2500. Visual Basic. (3) Fall Semester in odd-numbered years

The study of Visual Basic, an event-driven (as opposed to procedural) language.

Prerequisite: CSCI 1990 or consent of instructor.

2850. COBOL Programming I. (3) Fall Semester in even-numbered years

The study of COBOL, a language used primarily in business data processing applications. Emphasis on information retrieval problems. Team project required.

Prerequisite: CSCI 1990 or consent of instructor.

2860. COBOL Programming II. (3) On demand

Advanced programming concepts with a strong emphasis on ISAM files and interactive programming.

Prerequisite: CSCI 2850

2900. Java Programming. (3) Spring Semester in odd-numbered years

The study of Java, an object-oriented language that is designed to facilitate Internet-based applications.

Prerequisite: CSCI 1990 or consent of instructor.

2990. Algorithmic Design. (3) Spring

A continuation of CSCI 1990. Further development of techniques in C++ for program design, program style, debugging and testing, especially for larger programs.

Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures.

Prerequisite: CSCI 1990

3000. Introduction to Computer Systems. (3) Spring

Computer structure and machine language, assembly language programming.

Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

3050. Introduction to Computer Organization. (3) Spring

Basic logic design, coding, number representation and arithmetic, computer architecture, and computer software.

Prerequisite: CSCI 1990

3150. Introduction to File Processing. (3) On demand

Concept of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.

Prerequisite: CSCI 3000 or 3250 or consent of instructor.

3250. Data Structures. (3) Fall

Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

Prerequisite: CSCI 2990 or consent of instructor.

3310. Organization of Programming Languages. (3) Spring Semester in odd-numbered years

An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpretative languages, lexical analysis and parsing.

Prerequisite: CSCI 3000 or consent of instructor.

3350. Digital Computer Architecture. (3) On demand

Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.

Prerequisite: CSCI 3050

3400. Computer Networks I. (3) Fall Semester in odd-numbered years

An introduction to the Computer NetWare Administration (CNA) using NetWare 4.x. It includes an in-depth study of the NetWare Directory Services (NDS). Also covered will be NetWare installation and management, the NetWare 4 file system and printing. The material covered represents essentially that suggested by Novell for its CNA certification.

Prerequisite: CSCI 1990 or consent of instructor.

3450. Computer Networks II. (3) Spring Semester in even-numbered years

A continuation of CSCI 3400 including Windows NT.

Prerequisite: CSCI 3400

3500. Web Programming. (3) Fall

The study and practice of the planning and construction of World Wide Web pages. Graphics, sound, video, and animation will also be discussed.

Prerequisite: CSCI 1990 or consent of instructor.

3700. Discrete Mathematical Structures in Computer Science. (3) Spring Semester in even-numbered years

An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebra and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinatorics, logic and languages will also be involved.

Prerequisites: MATH 1121, 2221, or consent of instructor.

3990. Object-Oriented Programming. (3) Fall Semester in odd-numbered years

Object-oriented programming and design in the language C++.

Prerequisites: CSCI 1990 and 2990.

4050. Database Management Systems Design. (3) Fall Semester in even-numbered years

Introduction to database concepts using SQL and Oracle. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.

Prerequisite: CSCI 1990

4100. Numerical Methods. (3) Spring Semester in odd-numbered years

Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.

Prerequisites: MATH 1121, 2221, or consent of instructor

4150. Advanced Program Design. (3) On demand

A formal approach to techniques in software design and development. Includes structured programming concepts, organization and management of software development. A large-scale software project will be developed by students working in teams.

Prerequisite: CSCI 3250

4200. Theory of Programming Languages. (3) On demand

Review of grammars, languages, and their syntax and semantics. Scanners, parsers, and translation.

Prerequisite: CSCI 3310

4250. Algorithms. (3) Spring Semester in even-numbered years

A study of problems and their algorithmic solution. Algorithms will be chosen from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence. Domain independent techniques will also be included.

Prerequisite: CSCI 3250

4300. Computer Graphics. (3) Fall Semester in even-numbered years

An overview of graphical concepts and applications on the computer. These include programming graphics, graphical manipulation software, animation, Web graphics, and graphics in multimedia presentations.

Prerequisite: CSCI 3000 or consent of instructor

4500. Operating Systems. (3) Fall Semester in odd-numbered years

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

Prerequisite: CSCI 3000 or consent of instructor.

4510 - 4520 - 4530. Special Topics. (3) On demand

This series of courses will provide the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, operating systems, and object-oriented design will be covered.

Prerequisite: Determined by topic.

4700. Research in Computer Science. (1-3) On demand

Research project or paper in computer science. Designed for those students who need it to fulfill a research component of the B. S. degree in computer science. Student must present a course description in writing to the department chairman to be approved by the end of pre-registration during the semester prior to enrolling for the course.

4900. Formal Languages. (3) Spring Semester in even-numbered years

An introduction to the basic theoretical models of computability. Finite automata, Turing machines, computability, decidability, and Godel's incompleteness theorem.

Prerequisite: CSCI 3250, 3310, or 3700

4950. Independent Study. (3) On demand

CORE PROGRAM CURRICULUM

The goals and curriculum of the Core Program in the Liberal Arts have been described previously. The specific objectives of this program are to:

- Instill critical thinking skills.
- Develop effective communication skills, including use of written, oral, creative, and technological tools and skills.
- Develop effective computational, scientific, and quantitative reasoning abilities.
- Use knowledge about the humanities as well as the social behavioral sciences to interpret and evaluate information.
- Understand the Christian influences on ethical behavior.
- Encourage active involvement in one's community and its concerns.
- Develop an appreciation for the fine arts.
- Understand the influences on one's physical, emotional, and spiritual development.

Course Descriptions (CORE)

1101. Freshman Cornerstone I. (3)

A course designed to enhance the valuing and decision-making processes emphasizing Christian influences on ethical behavior. Students use skills of comparison, contrast, analysis, and synthesis of multiple perspectives as they examine an issue of common concern. The course emphasizes active learning, small group problem solving, and service learning, including reflection on these experiences.

1102. Freshman Cornerstone Laboratory II. (1)

A laboratory experience designed to identify and enhance students' abilities. Assessment of abilities as well as sessions on study skills, career counseling, computer skill, library skills, etc. are offered to maximize students' success.

NOTE: Course is graded on a **PASS/NO CREDIT** basis.

1110. Quantitative Reasoning. (3)

Mathematical techniques and computer methods will be used in the development of quantitative reasoning skills. This course focuses on answering questions and solving problems that require quantitative reasoning. These techniques and methods will be examined in the context of examples taken from the social sciences, business, economics and other disciplines. The applications of spreadsheets, graphing and statistical methods will be used.

Prerequisite: MATH 1101 or higher

2000. Dimensions of Well Being. (3)

A course designed to increase students' understanding of the interrelationships among the physical, intellectual, emotional, and spiritual dimensions of well being. Individual assessments and evaluation of these abilities in addition to reading, analysis, and discussion of research findings from various sources are central to this course.

2001. Humanities I. (3)

This course is the first of a two-course sequence focusing on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The period from the emergence of human history to 1660 is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.

Prerequisites: ENGL 1101, 1102.

2002. Humanities II. (3)

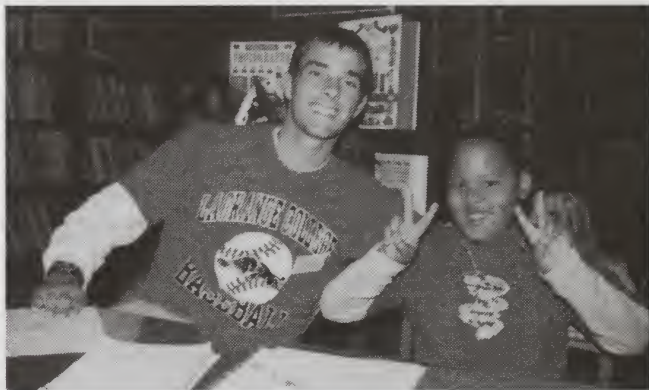
This course is the second of a two-course sequence focusing on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The period from 1660 to the present is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.

Prerequisite: CORE 2001.

3001. The American Experience. (3)

This course provides an understanding of the unique American identity, particularly from the social and behavioral science perspectives. The American Experience enables students to understand the forces that have given rise to the American Republic, articulate the basic concepts of American civil discourse, understand the benefits and limitations of a market-based economic system, and confront the perspectives conveyed through selected works of American culture. (First offered Fall 2002)

Prerequisites: CORE 2001 and CORE 2002.



EDUCATION

Introduction

The Department of Education offers a wide range of courses to meet a variety of needs and demands. The education curriculum at LaGrange College serves four basic purposes:

- 1) to provide for the development of those professional understandings and abilities which are essential for the teaching profession.
- 2) to provide planned and carefully guided sequences of field experiences (students should meet with professors before making any work plans.)
- 3) to provide initial preparation programs in Early Childhood and Middle Grades education at the undergraduate level and a Master of Arts in Teaching initial preparation program for secondary grades which are fully accredited by the Georgia Professional Standards Commission.
- 4) to provide a program for certified teachers that leads to the Master of Education degree in Curriculum and Instruction

Teacher Certification

The education department offers a variety of programs that are approved by the Georgia Professional Standards Commission and lead to certification in Georgia. Students desiring to be certified upon completion of their programs should plan to work closely with their advisors since certification requirements are subject to change.

Completion of approved initial preparation programs in Early Childhood, Middle Grades and Secondary (MAT) education and qualifying scores on the Praxis exam requirements entitles students to receive Initial Clear Renewable Certificates.

Admission to Undergraduate Teacher Education

The following are required for entrance into an undergraduate program:

- Praxis I (or exemption)
- Completion of EDUC 1198 – Exploring Teaching or EDUC 1199 – Introduction to Education (grade of "C" or better)
- Completion of core curriculum
- GPA of 2.75 or better
- Submission of application to program with recommendation from EDUC 1198 or EDUC 1199 professor and current advisor
- Background check (No criminal record or discharge from the armed services that would prevent teacher certification.)
- Successful interview with Education faculty

After interviewing with education faculty, students may be admitted provisionally if the results of the Praxis examination are pending, or if one of the other criteria falls marginally short of the minimum requirements. Student status will be reevaluated after six semester hours. The student has one semester in which to remove the probationary status. Failure to do so will result in being dropped from the teacher education program. Admissions requirements are listed in the *Education Department Student Handbook*.

Core Program Requirements

All students planning to complete approved programs of Teacher Education must complete the Core program requirements with at least 12 semester hours in the humanities, 6 semester hours in natural sciences and 6 semester hours in mathematics.

Curricula for Professional Education

The curricula outlines for teacher education candidates are so arranged that a student may qualify for certification in Early Childhood Education or Middle Grades Education (or Secondary Education at the Masters level) as approved by the Georgia Professional Standards Commission.

To complete an approved program of teacher education in any field, these steps must be followed: (1) admission to teacher education, (2) an overall 2.50 GPA in the Bachelor's degree program, (3) a C or better in all courses applied to the teaching field and in the professional education courses, (4) application for the teaching certificate at the end of the final semester and (5) successful completion of both Praxis I and II Exams. Conferences with the student advisor are required at each step.

Objectives

Approved Program in Early Childhood Education

Students completing the Early Children Education Major will:

- develop a thorough understanding of the social, intellectual, physical, and emotional development of the child from birth to approximately eight years.
- identify the nature of learning and behaviors involving the young child.
- construct a curriculum appropriate to the needs of the young child.
- utilize existing knowledge about parents and cultures in dealing effectively with children.
- gain a thorough knowledge of the fundamental concepts of appropriate disciplines and relate them to the young child.
- identify the value, place and responsibilities of pare-professionals in the differentiated teaching staff.

- develop their maximum potential through the provision of a succession planned and guided experiences.

In order to achieve these objectives, students will take 60 semester hours of course work:

EDUC 1198/1199, 3354, 4448, 3458, 3365, 4460, 3355, 3342, 3317, 3319, 4356, 4360, 4455, 4457, 4490E

Math 3001, 3003

If a student successfully completes all courses in the approved program for early childhood education but does not pass the Praxis II prior to graduation they are awarded the Bachelor of Arts degree. They may petition to receive a supplementary Bachelor of Arts degree in Early Childhood Education when the Praxis II requirement is met.

Approved Program in Middle Grades Education

Students completing the Middle Grades Education Major will:

- demonstrate knowledge of middle grade learning in actual learning situations
- identify appropriate instructional strategies and created environments to meet the social, emotional, physical and academic needs of individual children and small groups of children with diverse cultural backgrounds.
- understand research, professional practices, issues, trends and literature essential for effective teaching throughout the teaching field—with special emphasis on the middle grades (4-8).
- understand diagnostic tools and approaches necessary for assessing needs of individual students, planning to meet those needs, and evaluating individual growth.
- be able to modify instruction and change strategies based on the learning outcomes of previous activities and students' individual needs.
- demonstrate appropriate professional traits in terms of classroom management, discipline, preparedness, and interaction with co-workers.

In order to achieve these objectives, students will take 63 semester hours of coursework.

EDUC 1198/1199, 3456, 3442, 4459, 4456, 4458, 4449, 4322, 4318, 4363, 4490M, PSYC 3304

Students will take 18 semester hours in concentration areas. Two concentrations will be selected from mathematics, language arts, science or social studies. A minimum of 3 additional upper-level courses will be taken in each of the 2 areas of concentration. Concentration courses must be approved by the middle grades advisor.

If a student successfully completes all courses in the approved program for middle grades education but does not pass the Praxis II prior to graduation they are awarded the Bachelor of Arts degree. They may petition to receive a supplementary Bachelor of Arts degree in Middle Grades Education when the Praxis II requirement is met.

Course Descriptions (EDUC)

EDUC 1198. Exploring Teaching. (3) Interim course.

An introduction to the teaching profession. This course reflects upon certification, professional code of conduct, INTASC standards, QCC, exceptionality and diversity, curriculum, accountability, contemporary issues, and vocational expectations in the context of local schools. This course includes a field experience component.

EDUC 1199. Foundation in Education. (3) Spring.

An introduction to teaching and learning. This course addresses a number of issues in education: Certification requirements, code of ethics, INTASC standards, QCC, exceptionality and diversity, curriculum, professionalism, accountability, contemporary issues, and vocational expectations. Prerequisite for admission to education program and education classes. This course includes a field experience component.

EDUC 3317. Science (and math) Methods Block. (3) Fall.

This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for early childhood science and health instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Georgia QCC objectives are combined with theories of learning. Field experience required.

EDUC 3319. Math (and science) Methods Block. (3) Fall.

The math component of the elementary grades math and science block focuses on a constructivist, inquiry approach to teaching and learning. There is an emphasis on pre-number concepts, problem solving, and the NCTM standards and QCC objectives. An extensive field experience involves a semester relationship with exemplary math and science teachers. Pre-service teachers work towards implementation of the tenets that underlie the conceptual framework of the Education Department.

EDUC 3342. Child Development. (3) Fall.

A study of the principles of growth and development from conception through twelve years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development.

EDUC 3354. Theories of Reading Instruction. (3) Fall.

Different theories of reading instruction will be the focus for this course. Special emphasis will be on children's literature and its role in successful reading programs. Other topics include: reading process, principles of reading instruction, and emergent literacy. IRA standards and Georgia QCC objectives will provide a basis for lesson plans and field experiences in local schools.

EDUC 3355. Fundamentals of Reading Instruction. (3) Spring.

A study of word recognition strategies with emphasis on phonics. Teaching techniques for vocabulary and comprehension, reading in content areas, and interrelatedness of reading and writing will also be addressed. Standards from IRA and Georgia QCC objectives will be used in combination with various approaches to effective instruction in planning effective lessons for experiences in local schools.

EDUC 3365. Early Childhood Practicum. (3) Fall.

Supervised field experience in K4 and K5 programs. This course provides opportunities for students to observe and teach in child development programs, award-winning schools, and other diverse settings.

EDUC 3442. Nature and Needs of Young Adolescents. (3) Spring.

A study of the physical, emotional, social, and intellectual growth and development of middle grades students. This course will address special populations, gender issues, cultural differences and individual considerations in assisting all middle grades students to learn at high levels.

EDUC 3443. Diversity in the Middle Grades. (3) Interim.

This course explores issues of adolescent diversity and examines how schools implement organizational and teaching practices that support equality and equal opportunity in the middle grades classroom. This course includes a field experience in a diverse school setting.

EDUC 3456. Literacy and Literature in the Middle Grades. (3) Fall.

This course provides an interdisciplinary, literature-based approach to methods for teaching reading in the content areas to middle school students. Emphasis will be on word recognition strategies, vocabulary, comprehension, study skills, and literature. A variety of teaching techniques will be developed based on IRA and NCTE standards as well as Georgia QCC objectives. Field experience is required.

EDUC 3458. Early Childhood – Exceptional Children. (3) Spring

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among early childhood students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process, the writing of eligibility reports and Individual Education Plans (IEP) will be explored. The psychological and behavioral characteristics of early childhood exceptional children will be studied. The importance of transition and other forms found within the exceptional children's categories will be identified. Weekly field experience in the exceptional children's areas will be provided.

EDUC 4318 Science (and Math) Methods Block for Middle Grades. (3) Spring.

A study of middle grades science and math curricula and methods based upon classroom/lab applications, QCC, national standards for science instruction, and INTASC standards. This course includes a field experience component.

EDUC 4322 Math (and Science) Methods Block for Middle Grades. (3) Spring.

The math component of the math and science block focuses on a constructivist, inquiry approach to teaching and learning in the middle grades. There is an extensive field experience that involves a semester relationship with exemplary math and science teachers. Coursework is based on the NCTM standards and the QCC objectives. Pre-service teachers work towards implementation of the tenets that underlie the conceptual framework of the Education Department.

EDUC 4356. Diagnosis and Remediation of Problems in Reading. (3) Fall.

The focus of this course is the identification and correction of reading problems in elementary school students. Special attention is given to testing and teaching materials for corrective work including reading inventories, formal and informal assessment, and computer programs. A variety of assessment techniques, IRA standards, and technology, will be incorporated throughout the course.

EDUC 4360. Curriculum and Accountability (in elementary grades). (3) Fall.

This course addresses the practical aspects of curriculum development along with the role of preparation and its contribution to successful classroom management. A variety of assessment techniques, use of Georgia QCC objectives, technology, and portfolio development are among other key areas that are studied. Field experience required.

EDUC 4363. Curriculum and Accountability in the Middle Grades. (3) Fall.

This course emphasizes the need for a developmentally responsive curriculum that addresses the needs of young adolescents and is academically challenging, integrative and exploratory. The QCC and national curriculum standards are examined and issues of accountability and teacher effectiveness are addressed. Various instructional and behavior management strategies are modeled and discussed. There is an extensive field experience requirement.

EDUC 4448. Classroom Technology for Elementary Grades. (3) Fall.

Connecting technology with teaching and learning in elementary schools through the use of media in classroom settings. Use of audio, video, and computers to increase learning and teacher efficiency. This course includes an environmental media survey in local elementary schools.

EDUC 4449. Classroom Technology for Middle Grades. (3) Spring

Connecting technology with teaching and learning in middle grades through the use of media in classroom settings. Use of audio, video, and computers to increase learning and teacher efficiency. This course includes an environmental media survey in local middle schools.

EDUC 4455. Language Arts Methods. (3) Spring.

This course provides a thematic approach to methods for teaching language arts in the early elementary grades. Topics include oral and written language, spelling, listening, and grammar. Georgia QCC objectives, NCTE and IRA standards will be used in developing instructional resources and units. Guidelines for teaching language-minority students will also be addressed. Field experience is required.

EDUC 4456. Humanities Block. (Language Arts in the Middle Grades). (3) Fall.

A study of grammar, listening, speaking, and the interrelatedness of reading and writing. Attention is given to developmentally appropriate curriculum as it relates to stages of young children's development and standards from NAEYC and Georgia QCC objectives.

EDUC 4457. Humanities Block. (Social Studies in Elementary Grades) . (3) Spring.

The interdisciplinary nature of social studies will be the focus for the study of curriculum, methods, technology, and professional sources. An emphasis will be on planning for and developing resources for instruction, including the development of a unit with emphasis on the Georgia QCC objectives on a chosen grade level.

EDUC 4458. Social Studies Block for Middle Grades.(3) Fall.

A study of middle grades social studies curriculum and methods emphasizing interdisciplinary connections, geography, economics, anthropology, history, and character education based upon QCC, national standards for social studies instruction, and INTASC standards. This course includes a field experience component.

EDUC 4459. Special Needs in the Middle Grades. (3) Fall

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among diverse populations. Participants will role play a Student Support Team (SST); study and apply eligibility criteria for exceptional children's programs and write an Individual Education Plan (IEP) as it relates to diversity and the middle grade student.

EDUC 4460. Diversity in the Elementary Classroom. (3) Interim.

This course looks at the ways schools support the issues of equality and equal opportunity in the elementary classroom. This course includes a field experience in a diverse school setting.

EDUC 4490M. Student Teaching in the Middle Grades. (12) Fall, Spring.

Middle grades pre-service teachers are placed on a team in a middle school for a minimum of twelve weeks, gradually assuming total responsibility for the class. They will teach in both areas of concentration and be evaluated through a rigorous performance based assessment process based on national standards. They will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars will be held in conjunction with these experiences and will address a variety of topics.

EDUC 4490E. Early Childhood Student Teaching. (12) Fall, Spring.

This course provides a twelve weeks teaching experience for certificate candidates who submit an application by the published deadline. Candidates will be assigned to diverse public schools and will gradually assume responsibility for working with groups and individuals. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the Cooperating Teacher(s) and college supervisor. Each Student Teacher will teach for a designated period of time. Several seminars will be held in conjunction with these experiences and will address a variety of topics.



ENGLISH LANGUAGE AND LITERATURE

Introduction

The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands: composition at basic, freshman, and advanced levels; the literature of English and America; continental literature (in translation); business and technical writing; journalism; and creative writing.

Objectives

The primary goal of courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty have set the following four objectives. All students completing the core curriculum will:

- demonstrate proficiency in expository writing with Standard American English grammar, punctuation, and usage
- demonstrate proficiency in critical reading
- demonstrate ability to assimilate, organize, and develop ideas logically and effectively
- demonstrate an understanding of the rudiments of research-based writing

Objectives of English Major Courses

All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate the following:

- an extensive knowledge of the development of British literature and American literature from their origins to the present
- a capacity for interpreting literature, reading critically, and expressing literary ideas, both in oral discussion and in written work
- an ability to bring informed critical and analytical judgment to bear on the study of literary issues, both in oral discussion and in written work
- a mastery of the techniques of literary research and the use of MLA style
- a knowledge of Standard American English grammar, punctuation, and syntax
- a knowledge of Standard American English usage

Requirements for English Majors

Before declaring English as a major, students must complete the CORE composition classes (ENGL 1101 and 1102) with no grade lower than a C. English majors are required to take forty-three semester hours in English language and literature above the 1000 level.

- A. Introductory Course (required)
 - ENGL 2200 Introduction to English Studies (2)
- B. Survey Courses (all required)
 - ENGL 2204, 2205 British Literature I, II (6)
 - ENGL 2206, 2207 American Literature I, II (6)
- C. Language Courses
 - ENGL 3300 History of the English Language (required) (3)
 - ENGL 3302 Advanced Grammar OR
 - ENGL 3303 Advanced Composition (3)
- D. Single Author Courses
 - ENGL 4410 Chaucer OR
 - ENGL 4420 Shakespeare OR
 - ENGL 4430 Milton (3)
- E. Five English Electives (3000-level or above) (15)
- F. Senior Level Courses (required)
 - ENGL 4490 Senior Seminar (3)
 - ENGL 4495 Senior Thesis (2)

Foreign Language Requirement for English Majors: English majors must take a sequence of four courses in a foreign language OR demonstrate a proficiency at the intermediate level in that language.

Requirements for English Minors

A minor in English consists of 18 semester hours above the 1000 level. Three courses of which must be at the 3000 level or above.

Assessment

Success in achieving the objectives of the English major will be demonstrated in the following ways:

- completion of each major course with a grade of C or better
- completion of an entrance and an exit examination
- satisfactory performance on the senior thesis and its presentation

Students are required to take the ETS Major Field Achievement Test in Literature while registered for ENGL 2200 and again while registered for ENGL 4490. Scores will be

compared to measure progress. Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

Awards

The English Department gives two awards to outstanding senior English majors during Honor's Day Convocation: the Walter D. Jones Award for Excellence in Composition and Scholarship and the Murial B. Williams Award for Excellence in Literary Studies. The first award is given to the student whose paper written for a major course is judged as outstanding by an impartial panel of reviewers. The second award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and contributes the most to the advancement of literary studies among English majors at LaGrange College.

Writing Center

The Department of English Language and Literature maintains a Writing Center which is located in Banks Library. This center serves the college community by providing advice and support for student writers. The center is directed by Dr. Laine Scott who trains upper-class students serving as peer writing consultants. The hours of the center are posted each semester.

The Scroll and LC Writing Contest

Since 1922, *The Scroll* is LaGrange College's journal of creative arts; published each spring, the magazine features the best of fiction, drama, poetry, essays, and artwork by the students and faculty of the college.

The LC Writing Contest is an annual event sponsored by the English Department, the Writing Center, and *The Scroll*. It is open to all LC students. First and second prizes are awarded to best entries in fiction/drama, poetry, and essay. Winners are announced at Honor's Day and included in the annual *Scroll*.

Course Descriptions (ENGL)

0100. Basic Composition. (3) Fall, Spring.

Instruction and practice in the fundamentals of expository writing, including paragraph development, organization, logic, grammar, and mechanics.

1101. Rhetoric and Composition I. (3) Fall, Spring.

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development.

Prerequisite to all higher-numbered English courses.

1102. Rhetoric and Composition II. (3) Fall, Spring.

Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.

Prerequisite to all higher-numbered English courses.

2200. Introduction to English Studies. (2) On demand.

A course required of all students majoring or minoring in English. Introduces students to the academic discipline of English and focuses on the critical issues (past and present) involved in English Studies.

Prerequisites: ENGL 1101, 1102

2204. British Literature I. (3) Fall, Spring.

A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation. Required of all English majors.

2205. British Literature II. (3) Fall, Spring.

A survey of British literature from the Romantics through the Modern/Postmodern period. Short critical essays required, at least one with documentation. Required of all English majors.

2206. American Literature I. (3) Fall, Spring.

A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, at least one with documentation. Required of all English majors.

2207. American Literature II. (3) Fall, Spring.

A survey of American literature from Realism and Naturalism through the Modern/Postmodern period. Short critical essays required, at least one with documentation. Required of all English majors.

2250. Introduction to Creative Writing. (3) On demand.

An introduction to fundamentals of imaginative writing. Analysis of professional models; emphasis upon student work, especially poetry and fiction.

2260. Journalistic Writing I. (3) Fall.

An introduction to basic types of writing for newspapers: news, feature, interview, review, and editorial.

2261. Journalistic Writing II. (3) Spring.

Advanced instruction and practice in writing news, features, and editorials. Course also involves copy editing and layout and design of news pages.

Prerequisite: ENG 2260 or permission of the instructor.

Prerequisite to 3000-level or 4000-level courses: ENGL 1101, 1102, 2200

3300. History of the English Language. (3) On demand.

Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure.

3302. Advanced Grammar. (3) On demand.

A survey of the basic logic and grammatical structure of English, from morpheme to word, phrase and clause, to sentence.

3303. Advanced Composition. (3) On demand.

This course is open to all students, regardless of major, who are interested in strengthening their written expression beyond the level of "functional." The focus will be on producing nonfiction prose that is exemplary for its clarity and finesse.

3306, 3308. Advanced Creative Writing Workshop. (3) On demand.

An advanced course in imaginative writing. Professional models studied, but student writing emphasized. Workshop may concentrate on fiction or poetry exclusively, or a combination of the two. May be repeated for credit if different genres are represented.

3312. Business Writing. (3) Fall.

A study of the basic communication skills needed to prepare business publications in today's world. Special attention given to format and correct usage.

3314. Classical Backgrounds. (3) On demand.

An examination of major classics, in modern translation, of Greek, Roman, and Medieval literature.

3316. Masterpieces of Continental Literature. (3) On demand.

Major European classics in translation from the Renaissance through the twentieth century.

3320. Medieval Literature. (3) On demand.

A survey, mostly in Middle English, of English literature to about 1500, excluding works of Chaucer.

3330. English Literature of the Renaissance. (3) On demand.

Renaissance English literature to about 1675, excluding Shakespeare.

3335. Development of English Drama. (3) On demand.

An examination of the development of English drama, excluding Shakespeare, from its beginnings up to the Restoration.

3340. Restoration and Eighteenth-Century English Literature. (3) On demand.

Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

3345. The Rise of the English Novel. (3) On demand.

A study of the rise of the English novel with an emphasis on selected works of the late seventeenth-century and eighteenth-century novelists.

3350. Romanticism in English Poetry and Selected Prose. (3) On demand.

A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.

3355. The English Novel in the Nineteenth Century. (3) On demand.

A study of the selected works of Romantic and Victorian novelists.

3360. Victorian Poetry and Selected Prose. (3) On demand.

A study of selected major Victorian prose and poetry, with emphasis on Tennyson, Browning, and the Pre-Raphaelites.

3375. American Romanticism. (3) On demand.

Major American Romantic writers of the United States through Whitman and Dickinson.

3380. Post Civil War American Literature. (3) On demand.

Major American writers of the Realistic and Naturalistic movements in the United States.

3385. Southern American Literature. (3) On demand.

A study of major Southern writers from about 1815 to the present.

4400. Literary Theory and Modern Criticism. (3) On demand.

A study of literary theory through postmodern literary criticism.

4410. Chaucer. (3) On demand.

A survey of Chaucer's work. Consideration will also be given to the progress of Chaucerian influence and criticism.

4420. Shakespeare. (3) On demand.

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays.

4430. Milton. (3) On demand.

Selected poetry and prose of Milton.

4440. Twentieth Century Fiction. (3) On demand.

A study of selected novels and short stories of Modern, Postmodern, and Contemporary American and British fiction writers.

4450. Twentieth Century Poetry. (3) On demand.

A study of the major American and British poets of the twentieth century, their verse techniques, and their contributions to poetic art.

4460. Twentieth Century Drama. (3) On demand.

A study of major American and British playwrights of the twentieth century, their dramatic techniques, and their contributions to the dramatic arts.

4490. Senior Seminar. (3) Interim Term

The initial segment of the pair of capstone courses intended to guide students through choosing and researching a major research project in English. Immediately precedes ENGL 4495.

Prerequisite: Senior Standing

4495. Senior Thesis and Presentation. (2) Spring

Using the topic selected and the research materials identified in the Senior Seminar, English majors will write and present orally an original research project.

Prerequisite: ENGL 4490

4499. Independent Study/Research. (3)



GENERAL SCIENCE

Introduction

The purpose of the general science course at LaGrange College is twofold:

- 1) An elective science course that is oriented toward developing critical thinking, problem solving and reasoning skills
- 2) A support course for the education program for preparation for elementary and middle school teachers.

Course Description (GSCI)

1102. Earth and the Environment (3 hrs. lec., 2 hrs. lab per week) (4)

A study of a number of important geologic processes and the hazards and/or resources they present to individuals, society and the earth's environment. The course also considers the consequences of humanity's interaction with these processes and the physical environment.

HEALTH AND PHYSICAL EDUCATION

Introduction

The curriculum in the Department of Health and Physical Education is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, aquatics, lifetime leisure pursuits, and traditional team sports.

Objectives

Two minor programs in physical education/athletics are available. A 15-hour coursework minor in coaching is available to any student. Students completing the minor in coaching will:

- demonstrate knowledge of the profession of athletics.
- understand professional practices, issues, trends, and literature essential for effective coaching.
- demonstrate appropriate professional behaviors for athletic coaching.

Criteria for completion of this minor are stipulated below.

Required Core for the Physical Education/Coaching Minor

HPED 3305	Sports Psychology	3 hours
HPED 3310	Coaching Theory and Methods	3
HPED 3312	Principles of Strength, Conditioning, and Nutrition for Athletes	<u>3</u>
		9 hours

Select **two (2)** courses from the following

HPED 2202	Sports Statistics	3 hours
HPED 3302	Organization and Administration of P. E. and Athletics	3
HPED 3332	Prevention and Care of Athletic Injuries/Illnesses	<u>3</u>
HPED 3390	Seminar and Lab Practice in Physical Education	6 hours

A 15-hour coursework minor also is available in physical education. Students completing the minor in physical education will 1) demonstrate knowledge of the profession of physical education; 2) understand professional practices, issues, trends, and literature essential for effective teaching; 3) demonstrate appropriate professional behaviors for classroom management. This minor is designed in consultation with the department chair in Health and Physical Education.

Criteria for Completion of the Physical Education/ Coaching Minors

- satisfactorily complete all course work requirements.
- maintain a minimum 2.5 cumulative G. P. A.
- current certification in Community First Aid/CPR.

Course Descriptions (HPED)

1153. Camp Leadership and Program. (3) On demand.

A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

1154. Community First Aid/CPR. (3) Fall, Spring.

Identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child and infant rescue breathing and cardiopulmonary resuscitation.

1155. Lifeguard Training. (3) Spring.

Development of competencies in swimming and lifeguarding techniques, swimming speed and endurance. American Red Cross lifeguard training and cardiopulmonary resuscitation for the professional rescuer certification.

Prerequisites: Current Standard First Aid Certification; Passing of the following practical exams on the first day of class; 500 yd. continuous swim (crawl, breast stroke and sidestroke); treading water for two minutes with legs only and retrieving a brick from the deep end of the pool.

1156. Water Safety Instructor. (3) Spring.

Develop competencies in swimming stroke and instructional techniques. Certification in Red Cross WSI which enables one to teach all levels of the Learn to Swim Program, Basic and Emergency Water Safety courses.

2202. Sports Statistics. (3) On demand.

Techniques of recording sports statistics and maintaining scorebooks are the focus of this class.

2251. Introduction to Physical Education. (3) On demand.

Introduction to the career possibilities in physical education.

3302. Organization and Administration of Recreational and Physical Education Programs. (3) On demand.

A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis on the selection, purchase, and care of safe equipment and facilities as well as on the legal requirements for providing and maintaining safe programs and facilities.

3305. Sports Psychology. (3) Spring.

A study of human behavior in the context of the sporting experience and how performance is affected by the interactions of the coach, athletes and the environment. Emphasis will be on motivation, personality, attributions, disengagement from sport, aggression, leadership, and communication patterns.

3306. Techniques of Sports Officiating. (3) Spring.

Techniques of officiating athletic events; knowledge of the rules of selected sports.

3310. Coaching Theory and Methods. (3) On demand.

Analysis of teaching skills and techniques of the different interscholastic sports in high schools.

3312. Principles of Strength Conditioning and Nutrition for Athletes. (3) Fall.

Examination of proper techniques, concepts, and applications of exercise science. Nutritional principles as these relate to athletic performance also are included.

3313. Leadership in Physical Education and Athletics. (3) Fall.

A study of the leadership skills necessary to implement and conduct physical activity programs and functions.

**3320. Methods in Health and Physical Education
in the Elementary School. (3) On demand.**

A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools.

3331. Personal Health Issues. (3) Spring.

A study of basic issues and principles in health. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

3332. Prevention and Care of Athletic Injuries/Illnesses. (3) On demand.

A study of the injuries and illnesses occurring in athletics. Topics include but are not limited to: heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

Prerequisites: HPED 3312 or permission of instructor.

3352. Physiology of Exercise. (3) Spring.

A study of the effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular, and digestive. Effects of heat, altitude, and ergogenic aids on the human body during exercise also are included.

Prerequisites: BIOL 1148– BIOL 1149

3390. Seminar and Lab Practice in Physical Education. (3) Fall, Spring.
Leadership experience under staff supervision; problems seminar.

4400. Internship in Physical Education and Coaching. (3) Interim.
Directed observation and participation in physical education, coaching, and/or supervisory situations.

Prerequisites: Junior or Senior standing, recommendation by the department chair in health and physical education

Physical Education Activities (PEDU)

The physical education activity program is designed to provide opportunities for learning or enhancing those skills necessary to participate in leisure time activities throughout the life cycle. Special emphasis also is given to activities which improve one's physical fitness and condition. All courses carry one semester hour of credit and count toward the hours needed for graduation.

1102. Beginning Archery. (1) Fall, Spring.
Basic competencies in archery techniques and safety with experiences in target shooting.

1103. Badminton. (1) Spring.
Introduction to the skills, strategies, and rules of badminton

1104. Basketball. (1) Spring.
Basic competencies in the techniques, strategies, and rules of basketball.

1105. Jogging. (1) Fall, Spring.
Participation in progressive running programs designed to increase cardiovascular endurance.

1107. Bowling. (1) On demand.
Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

1108. Physical Conditioning. (1) Fall, Spring.
Basic assessment, maintenance, and improvement of over-all physical fitness.

1109. Beginning Golf. (1) Fall, Spring.
Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

1111. Softball. (1) Fall, Spring.
Basic competencies and knowledge of rules and strategies of softball.

1112. Beginning Tennis. (1) Fall, Spring.

Introduction to the basic skills, strategies, and rules of tennis.

1114. Volleyball. (1) Fall, Spring.

Basic competencies in the techniques, strategies, and rules of volleyball.

1116. Personal Fitness. (1) Spring.

Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

1120. Karate. (1) On demand.

Basic competencies and skills in karate techniques.

1121. Bicycling. (1) On demand.

Introduction to the basic equipment, safety, and techniques of cycling including training and racing strategies. Weekend field trips.

1122. Weightlifting/plyometrics. (1) Fall, Spring.

Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises will be included.

1123. Beginning Swimming. (1) Spring.

Introduction to the aquatic environment with emphasis on competence in primary swimming and safety skills and stroke readiness.

1124. Intermediate/Advanced Swimming. (1) Fall.

Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.

Prerequisite: HPED 1123 or equivalent skills.

1130. SCUBA. (1) Fall, Spring.

Develop competencies in safe diving techniques and practices as well as safe use of SCUBA diving equipment. PADI open Water Diver Certification available upon completion of course and optional trip for checkout dives.

Prerequisite: HPED 1124 or equivalent intermediate swimming skills.

1156. Canoeing. (1) Fall, Spring.

Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

1158. Backpacking. (1) Spring.

Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails.

1159. Sailing. (1) On demand.

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities.

1160. Snow Skiing. (1) Spring.

Introduction to basic techniques, safety, and equipment of snow skiing. Field trip to area ski facilities.

1161. Rhythmic Aerobics. (1) Fall, Spring.

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

1162. Hiking, Orienteering, and Camping. (1) Fall, Spring.

Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

1164. Water Aerobics. (1) Fall, Spring.

Development of cardiorespiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise. The resistance of the water makes this course an excellent choice for the beginner as well as the well-conditioned athletes, and for the swimmer as well as the non-swimmer.

1165. Aqua Fitness. (1) Fall.

Development and/or maintenance of cardiovascular fitness through various aquatic activities including water jogging, circuit training, and water resistance training. Students will learn to use various aquatic equipment to implement their personal training.

Prerequisite: HPED 1123 or equivalent beginning swimming skills.



HISTORY

Introduction

The faculty of the Department of History believe that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide each student at LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

Objectives

To achieve the objective set forth above the faculty seeks to:

- provide every student with a basic understanding of the historical forces which have contributed to the development of civilization.
- develop in every student an understanding and appreciation of his/her civilization which is a part of the world community.

The faculty of the department believes that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- pursue graduate study within the discipline.
- pursue a professional degree in a selected field of study.
- pursue employment as a teacher in pre-collegiate education.
- seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

A) Introductory Courses:

HIST 1101 and 1102 World Civilization

HIST 1111 and 1112 United States History

These are required courses for the major.

We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the core program structure.

B) Two courses from:

HIST 3307	Social and Intellectual History of the United States
HIST 3308	American Diplomatic History
or	
HIST 3310 -3311	Constitutional History of the United States

Two courses from:

HIST 3301	Greco-Roman world
HIST 3310	Middle Ages
HIST 3320	Renaissance and Reformation

Two courses from:

HIST 3372	Europe 1660-1870
HIST 3374	Europe 1870 - the Present

Required courses:

HIST 2000	Research Methods in History
HIST 4490	Senior History Seminar

- C) An additional nine semester hours of 3000 and 4000 level history courses are required. The total major course requirements are 33 semester hours credit beyond 1000 level courses.

Success in achieving the objectives established for the major will be demonstrated as follows:

- successful completion of each major course with a grade of C or better.
- successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department.
- successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major during the beginning of the spring semester of their sophomore year. Successful completion of History 1101-1102 and History 1111-1112 before entering the major is highly desirable.

Upper level courses in history, those numbered 3000 or above (with the exception of HIST 4490), are available to all students who have successfully completed ten hours from the history offerings in the core program

Course Descriptions (HIST)

1101. World Civilization I. (3) Fall, Spring.

Survey course on the development of world civilization up to 1660.

1102. World Civilization II. (3) Fall, Spring.

Survey course on the development of world civilization from 1660 to the present.

1111. History of the United States to 1865. (3) Fall, Spring.

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

1112. History of the United States, 1865 to the Present. (3) Fall, Spring.

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

2000. Research Methods in History. (3) INTERIM ONLY

This course is required of all sophomore history majors. It will acquaint the student with the basic components of historical methodology and research.

3301. Greco-Roman World. (3) Fall 2001.

A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman empire in the fifth century A.D.

3302. The Middle Ages, 350-1350. (3) Spring 2002.

This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

3306. History of the South. (3) Fall 2002.

Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

3307. Social and Intellectual History of the United States. (3) Spring 2001.

A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

3308. American Diplomatic History. (3) Fall 2001.

Emphasis on the procedure for developing foreign policy as well as diplomatic history.

3310. Constitutional History of the United States to 1900. (3) Fall 2001.

An analysis of fundamental constitutional development from 1776 to present.

Prerequisites: HIST 1111 and HIST 1112

3311. Constitutional History of the United States 1901 to the Present. (3) Spring 2002.

An analysis of fundamental constitutional development from 1901 to the present

3312. Economic History of the United States. (3) On demand.

American economic development from colonial times to the present.

3315. Georgia History. (3) On demand.

A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State.

3320. The Renaissance and the Reformation, 1350 - 1600. (3) Spring 2002.

This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus will be placed on the artistic and religious achievements of the period 1350 to 1600.

3330. The Medieval Church and Papacy. (3) Spring 2003.

This course will examine the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy, and its impact on medieval civilization.

3340. Medieval Kings and Queens. (3) Fall 2002.

A survey of medieval kings and queens and their influence on the development of medieval civilization.

3341. Russia to 1856. (3) Fall 2001.

A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the Crimean War.

3342. Russia 1856 to the Present. (3) Spring 2002.

An examination of the Imperial Russian state.

3350. Renaissance and Renascences. (3) On demand.

An examination of the great cultural revivals from the age of Charlemagne to the age of Michaelangelo.

3360. Social Science Methods. (3) On demand.

A general survey course in methodology for the prospective secondary teacher.

3361. History of England to 1689. (3) Fall 2002.

A political, economic, social, and cultural history of England from 1689 to the present.

3362. History of England from 1689 to Present. (3) Spring 2003.

A political, economic, social and cultural history of England from 1689 to present.

3372. Europe 1660-1870. (3) Fall 2002.

A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

3374. Europe 1870 to the Present. (3) Spring 2003.

A comprehensive survey of European history from the Bismarckian Era to the present.

3378. European Diplomatic History: 1890 to the Present. (3) On demand.

A detailed examination of European international relations from 1890, then end of the Bismarkian system to the present.

4416. Twentieth Century America. (3) On demand.

An intensive study of the United States during the twentieth century.

4478. Contemporary Europe. (3) On demand.

An examination of European history focusing on major issues since 1945.

4490. Senior History Seminar. (3) Spring.

A study of historiography and research methods and materials.

Prerequisites: Senior History Major or permission of the professor and the Chair of the Department. This course may only be attempted twice.



HUMAN SERVICES

Introduction

The **goals** of the Human Services major are to prepare graduates for beginning generalist social work practice with individuals, families, groups, organizations, and communities from the perspective of an understanding of humanity, society, and the world and to provide graduates with the educational background necessary to pursue graduate study in social work.

Objectives

Social Work Concentration

A student who graduates from LaGrange College with a Human Services major will:

- understand the history of the social welfare institution and the human services profession, including their current structures, issues, and interrelationship, as the context for their practice.
- practice within the values, ethics, and metatheories of the human services profession.
- function within the structure of organizations and service delivery systems, and under supervision, utilize strategies for seeking necessary organizational and systemic change.
- utilize cognitive, empathic and analytic skills to understand their clients, individually and collectively, as well as the social systems that affect them.
- utilize knowledge of bio-psycho-social-spiritual variables that affect individual development and action, and utilize theoretical frameworks to understand the interactions among individuals and between individuals and social systems (e.g., families, groups, organizations, and communities), and to intervene in dysfunctional interactions.
- practice with an understanding of and respect for the positive value of human diversity.
- understand policy (federal, state, local, and agency) and its effect on clients, workers, and agencies, and intervene in policy in the interest of their clients.
- understand the forms and mechanisms of human discrimination and oppression, and utilize strategies that advance social and economic justice.
- utilize generalist human service values, knowledge, and skills differentially with human systems of all sizes and types, professional colleagues, agency support staff, and community members.
- understand and utilize their "self" professionally in relationship with clients, colleagues, and others related to their practice.

- evaluate empirical and theoretical findings and apply them to practice; participate in research processes; and, under supervision, evaluate their own practice interventions and those of other relevant systems.
- utilize supervision, consultation, literature, conferences, and other personal and professional support systems to further their own development and renewal.

Course Requirements

Social Work Concentration

(1)	Core program requirements	
(2)	HUSV 1146, 2247, 2253, 2299, 3306 or 3307, 3311 4490, and 4491	27 hours
	PSYC 1101, 3302, 3321, and 3350	12 hours
	MATH 1114, or MATH 3316 or PSYC 2298	3 hours
	Three additional hours in Human Services or Psychology to be chosen in consultation with his/her advisor	<u>3 hours</u>
	Total	45 hours

The Human Services Minor

A minor in Human Services consists of 12 semester hours and includes the following course requirements:

- HUSV 2299 (Introduction to Human Services)
- HUSV 3311 (Human Services Methods)
- An additional 6 semester hours of HUSV courses, of which at least 3 must be in 3000-level or above courses

Assessment

The accomplishment of the Human Services objectives will be demonstrated by obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in Social Work. Normally, this test will be administered during a student's final semester at LaGrange College.

Career Options

Human service professionals have the option to work in a wide range of programs that provide services to young children, adolescents, adults and elders. They work for private, nonprofit human service organizations, state departments and agencies, and in federal programs.

These diverse settings include group homes, supported living programs, halfway houses, sheltered workshops, mental health centers, teen pregnancy programs, family programs, child and youth programs, elder programs, correctional programs, and shelters for abused women and children, for the homeless and for substance abusers.

An increasing number of graduates are also entering graduate schools to pursue further education in fields like social work, gerontology and community counseling.

Course Descriptions

Social Work Concentration (HUSV)

1146. Introduction to Sociology. (3) Fall and Spring.

Using a service-learning approach, this course covers the nature of society. Special emphasis will be placed on social processes, social institutions and social change.

A prerequisite to all 3000 and 4000 level courses.

1148. Introduction to Anthropology. (3) Fall and Spring.

A general introduction to physical and cultural anthropology.

2247. The Family. (3) Fall.

Using a service-learning approach, this course provides basic information on how marriage and the family affect both individuals and society.

No prerequisites.

2253. Social Problems. (3) Spring.

Using a service-learning approach, selected social problems such as poverty, ethnic relations, the population explosion and pollution are examined from a macrosociological point of view. How sociological insights can inform value judgments concerning social structural conditions will be emphasized.

No prerequisites.

2299. Introduction to Human Services. (3) Fall.

An introduction to the knowledge base of human services practice. Basic practice principles will be formulated through the use of assigned reading, volunteer experiences in social agencies, and class discussion. Particular attention will be given to students' self-awareness as they establish helping relationships within agency settings. Attention will also be given to understanding how social workers define human need and mediate the problems of people in the context of the social environment.

Open to all students with sophomore standing or above.

3302. Social Change. (3) On demand.

An examination of the process determining social change.

3306. Juvenile Delinquency. (3) Fall.

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventive programs.

3307. Criminology. (3) Spring.

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation and parole.

3308. Cultural and Social Anthropology. (3) Spring.

A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

3311. Human Services Methods. (3) Fall.

An introduction to social work practice with individuals, families, groups, organizations, and communities. Assigned readings and human services process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners.

Prerequisites: HUSV 1146 and HUSV 2299

3312. Groups and Adventure-Based Therapy. (3) Spring.

An introduction to the basic issues and key concepts of therapeutic group process. Also with a special emphasis on experiential outdoor therapy, such as teambuilding, ropes courses and wilderness-based therapeutic programs. *Requires off-campus trips lasting from one-day to a full weekend.*

Prerequisites: HUSV 1146 and HUSV 2299

4490. Supervision in Human Services. (3) Fall, Spring.

Processing and complementary supervision for students engaged in practicum.

Prerequisites: HUSV 1146, HUSV 2299 and HUSV 3311.

Co-requisite: HUSV 4491.

4491. Human Services Field Practicum. (6) Fall, Spring.

Supervised human services practice and observation in a human services agency.

Students carry beginning, direct-service responsibilities.

Prerequisites: HUSV 1146, HUSV 2299 and HUSV 3311.

Co-requisite: HUSV 4490.

LATIN AMERICAN STUDIES AND MODERN LANGUAGES

Introduction

Latin American Studies is a new and growing program at LaGrange College. It is an interdisciplinary program that introduces the student to the cultural diversity and richness of Latin America and its people. Due to the increasing presence and importance of Latinos in the United States, a minor in Latin American Studies enhances one's career opportunities and effectiveness in such fields as business, government, health care, journalism, law, and social work.

Objectives

While the minor in Latin American Studies currently requires 6 hours of Spanish language study, students are encouraged to take more Spanish courses in order to develop basic conversational fluency. In addition, study abroad is strongly encouraged because it provides the student with total cultural immersion. At present the College offers only a minor in Latin American Studies; yet, the hope is to expand and to be able to provide a major in the near future.

A minor in Latin American Studies consists of the following 18 hours of course work:

Spanish courses - 6 hrs.

LAST 1104	Latin American Culture	3 hrs.
LAST 2000	Introduction to Latin American Studies	3 hrs.
LAST 3110	Special Topics or Spanish 3110	3 hrs.
	Elective in either LAST or Spanish (3000 level or above)	3 hrs.

Course Descriptions (LAST)

1104. Introduction to Latin American Culture. (3) Fall 2001.

A study of the art, literature, history, and anthropology of Latin America (fulfills LANG 2000 requirement)

1199. Latin American Travel Seminar. (1-9)

A travel-study seminar which provides valuable educational experience through close contact with the contemporary life and civilization of a selected Latin American country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.

Prerequisites: SPAN 1101, SPAN 1102 and SPAN 2103 or permission of instructor and chair of Latin American Studies.

2000. Introduction to Latin American Studies. (3) Spring 2002.

An interdisciplinary approach to the people, culture, development and identity of Latin America. Attention will be given to such topics as art, class, economics, gender, history, literature, music, politics, race and religion.

3001. Survey of Latin American Literature I. (3)

A general survey of contemporary Latin American literature.

3002. Survey of Latin American Literature II. (3) Summer 2001

Focuses on the works of a current major Latin American writer or writers.

3110. Special Topics. (3) Fall 2001, Spring 2002

A study of selected topics from a specific discipline. Since the focus of this course changes frequently, this course may be repeated for credit.

3210. Latin American Politics. (3)

This course examines the dynamics of Latin American politics. The class will be divided into three overlapping themes: political development, economic growth, and political violence.

3930. Intercultural Communications. (3)

A study of the cultural risks confronting the business manager in an international environment. This course will survey the differences in values and codes of behavior among a number of cultures with the primary focus being on Latin America. This course will give the student the opportunity to learn how to read and respond to the organizational culture of regulators, business associates and customers across cultural borders.

Spanish

As the Latino population increases in the United States, the ability to speak Spanish is becoming an asset if not a necessity in the market place. This need is already occurring in such diverse fields as business, education, health care, law, and social work. In order to better prepare our students to meet this growing need in their future fields, we offer a major and minor in Spanish. While not required, study abroad is strongly encouraged for both our majors and minors to improve language fluency and cultural awareness.

A major in Spanish consists of a total of 36 hours. Thirty of these hours are in Spanish courses above 1102. Required courses are as follows:

SPAN 2103	Intermediate Spanish I	3 hrs.
SPAN 2105	Intermediate Spanish II	3 hrs.
SPAN 2106	Introduction to Hispanic Literature	3 hrs.
SPAN 3000	Spanish Conversation and Composition I	3 hrs.
SPAN 3001	Spanish Conversation and Composition II	3 hrs.

SPAN 3002	Hispanic Culture and Civilization	3 hrs.
SPAN 4000	Latin American Literature	3 hrs.
SPAN 4001	Peninsular Spanish Literature	3 hrs.
SPAN electives in 3000 level Spanish course or above		6 hrs

The remaining six hours of the major consists of two Latin American Studies electives.

A minor in Spanish consists of 18 hours. Fifteen of these hours are in Spanish courses above Spanish 1102. Required courses are as follows:

SPAN 2103	Intermediate Spanish I	3 hrs.
SPAN 2105	Intermediate Spanish II	3 hrs.
SPAN 2106	Introduction to Hispanic Literature	3 hrs.
SPAN 3000	Spanish Conversation and Composition	3 hrs
SPAN 3001	Spanish Conversation and Composition	3 hrs.

Plus:

SPAN	Spanish elective (3000 level Spanish course or above)	3 hrs.
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Course Descriptions (SPAN)

1101. Elementary Spanish I. (3) Fall 2001 and 2002.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

1102. Elementary Spanish II. (3) Spring 2002 and 2003.

A continuation of Spanish 1101.

2103. Intermediate Spanish I. (3) Fall 2001 and 2002.

A review of grammar and syntax with practice in reading selected texts.

2105. Intermediate Spanish II. (3) Spring 2002 and 2003.

A continuation of Spanish 2103.

Prerequisite: SPAN 2103 or permission of instructor.

2106. Introduction to Hispanic Literature. (3)

An introductory course designed to introduce the intermediate level language student to reading and analyzing short literary works in Spanish.

Prerequisite: SPAN 2103 or permission of the instructor.

2199. Latin American Seminar. (1-9)

A travel-study seminar which provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.

Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or permission of instructor and chair of Latin American Studies.

3000. Spanish Conversation and Composition I. (3) Fall 2001

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

Prerequisite: SPAN 2105 or permission of instructor.

3001. Spanish Conversation and Composition II. (3) Spring 2002

A continuation of Spanish 3000. Not open to students fluent in Spanish

Prerequisite: SPAN 3000 or permission of instructor.

3002. Hispanic Culture and Civilization. (3) Spring 2002.

This course provides an overview of Spain's and Latin America's cultures and civilizations.

Prerequisite: SPAN 2106 or permission of instructor.

3110. Special Topics. (3)

The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.

Prerequisite: SPAN 2103 or permission of instructor.

4000. Latin American Literature. (3) Fall 2001.

An advanced course designed to introduce the student to Latin America's major literary movements and writers.

Prerequisite: SPAN 2106 or permission of instructor.

4001. Peninsular Spanish Literature. (3) Spring 2002.

An advanced course designed to introduce the students to Spain's major literary movements and writers.

Prerequisite: SPAN 2106 or permission of instructor.

4002. Latin American Women Writers. (3) On demand.

This course will introduce the student to major contemporary Latin American and Latina women writers. Writers and works to be studied will change periodically .

Prerequisite: SPAN 4000 or SPAN 4001 or permission of instructor.

Modern Languages

The program in Modern Language is administered by the department of Latin American Studies. Courses are taught in Spanish, French, German and other modern languages (under the LANG label).

French (FREN)

1101. Beginning French I. (3) Fall 2001 and 2002.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

1102. Beginning French II. (3) Spring 2002 and 2003.

A continuation of French 1101.

Prerequisite: FREN 1101 or permission of instructor.

2103. Intermediate French I. (3) Fall 2001 and 2002.

A continuation of French 1102 with additional readings.

Prerequisite: FREN 1102 or permission of instructor.

2104. Intermediate French II. (3) Spring 2002 and 2003.

A systematic and thorough review of French grammar with emphasis on the production of speech. Not open to students fluent in French.

Prerequisite: FREN 2103 or permission of instructor

2199. Francophone Travel Seminar. (1-9)

A travel-study seminar composed of preliminary academic preparation followed by contact with the target culture through travel in the selected French-speaking country.

Prerequisite: FREN 1101, FREN 1102, and FREN 2103 or permission of instructor and chair of Latin American Studies.

German (GERM)

1101. Beginning German I. (3) Fall 2001 and 2002.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

1102. Beginning German II. (3) Spring 2002 and 2003.

A continuation of German 1101.

Prerequisite: GERM 1101 or permission of instructor.

Other Languages and Culture (LANG)*

1101. Beginning Language I. (3) On demand.

A course for beginners with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

1102. Beginning Language II. (3)

A continuation of Language 1101.

Prerequisite: LANG 1101 or equivalent.

1103. Beginning Language III. (3) On demand.

A continuation of Language 1102

Prerequisite: LANG 1102 or equivalent.

1199. Language Travel Seminar (1-9) On demand

A travel-study seminar which provides further preparation in the target language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.

Prerequisites: LANG 1101, LANG 1102, and LANG 1103 or consent of instructor and chair of Latin American Studies.

2000. Culture and Civilization of a Selected Country. (3)

A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political development, its customs and traditions, and its contributions to the global community in terms of art, music and literature. (LAST 1104 can fill this requirement.)

2104. Intermediate Language. (3) On demand.

An intensive review of the language grammar with emphasis on the production of speech. Not open to students fluent in the language.

***Note:** These courses are available so that a language other than French, German, or Spanish may be available from time-to-time.

LIBRARY SCIENCE

4600. Advanced Library Research. (2) Spring

A course designed to prepare students for library research at the graduate level. Attention is given to the developing research strategies, identifying discipline-appropriate sources, retrieving information efficiently, and applying sound ethical practices to the research process.



MATHEMATICS

Introduction

The Mathematics curriculum at LaGrange College provides a solid undergraduate mathematics foundation. Along with the broad-based general education curriculum, the Mathematics department seeks to prepare mathematics majors for careers in industry or teaching, or for graduate study in mathematics.

Objectives

To be accepted as a major in the Mathematics Department, a student must have completed Mathematics 2221, have an overall GPA of 2.25 or better, and a GPA of 2.5 or better in all mathematics courses numbered 2221 or higher. Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. Students who complete the Bachelor of Arts degree usually seek careers in areas such as banking, general business, and secondary education.

A more in-depth degree is earned by students in the Bachelor of Science program. Students who complete the Bachelor of Science degree usually enter graduate schools or pursue industrial positions.

The Bachelor of Arts Degree

This degree requires a minimum of 42 semester hours in mathematics courses, as follows:

Math 2221	Analytic Geometry and Calculus I	(4)
Math 2222	Analytic Geometry and Calculus II	(4)
Math 2223	Analytic Geometry and Calculus III	(4)
Math 2224	Differential Equations	(3)
Math 3306	College Geometry	(3)
Math 3316	Probability Theory	(3)
Math 3335	Linear Algebra	(3)
Math 3380	Discrete Mathematics	(3)*
OR Math 3382	Combinatorial Design Theory	(3)*
Math 4333	Modern Algebra I	(3)**
OR Math 4343	Analysis I	(3)**
Math 4350	Problem Solving	(3)

* One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.

** One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.

plus 3 additional courses, selected from

Math 2261	Calculus Applications	(3)
Math 3305	Number Theory	(3)
Math 3317	Mathematical Statistics	(3)
Math 3340	History of Mathematics	(3)
Math 3342	Complex Variables	(3)
Math 3380	Discrete Mathematics	(3)
Math 3382	Combinatorial Design Theory	(3)
Math 4333	Modern Algebra I	(3)
Math 4334	Modern Algebra II	(3)
Math 4343	Analysis I	(3)
Math 4344	Analysis II	(3)
Math 4410	Numerical Analysis	(3)
OR CSC 4100	Numerical Analysis	(3)
Math 4495	Independent Study	(3)
Math 4496	Independent Study	(3)
Math 4499	Special Topics in Mathematics	(3)

A programming course in Computer Science is required, as approved by advisor.

Bachelor of Science Degree

This degree requires a minimum of 48 semester hours in mathematics courses, as follows:

Math 2221	Analytic Geometry and Calculus I	(4)
Math 2222	Analytic Geometry and Calculus II	(4)
Math 2223	Analytic Geometry and Calculus III	(4)
Math 2224	Differential Equations	(3)
Math 3316	Probability Theory	(3)
Math 3317	Mathematical Statistics	(3)
Math 3335	Linear Algebra	(3)
Math 3342	Complex Variables	(3)
Math 3380	Discrete Mathematics	(3)*
OR Math 3382	Combinatorial Design Theory	(3)*
Math 4333	Modern Algebra I	(3)
Math 4343	Analysis I	(3)
Math 4350	Problem Solving	(3)

* One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.

plus 3 additional courses, selected from

Math 2261	Calculus Applications	(3)
Math 3305	Number Theory	(3)
Math 3306	College Geometry	(3)
Math 3340	History of Mathematics	(3)
Math 4334	Modern Algebra II	(3)
Math 4344	Analysis II	(3)
Math 4410	Numerical Analysis	(3)
OR CSCI 4100	Numerical Analysis	(3)
Math 4495	Independent Study	(3)
Math 4496	Independent Study	(3)
Math 4499	Special Topics in Mathematics	(3)

A programming course in Computer Science is required, as approved by advisor. Physics 1121 and 1122 are recommended.

Assessment

Assessment of the objectives of the mathematics program is based on the following:

- Mathematics majors will complete each major course with a grade of C or better.
- Students who have earned a grade of A or B in MATH 4350 taking one of the following exams:

- 1) Praxis II
- 2) GRE Subject Test in Mathematics
- 3) an Actuarial Science Examination administered by either the Society of Actuaries (SOA) or the Casualty Actuarial Society (CAS).

will earn a satisfactory score on the exam in no more than two attempts, provided that the exams are taken within six months of completing MATH 4350

- A survey will be sent to recent graduates of the program during the fall term of each year. The results of these surveys will be considered and may result in changes to improve the program.

Minor

A minor in mathematics consists of the following courses: MATH 2221, plus five additional courses selected from MATH 2222, 2223, 2224, 2261, 3305, 3306, 3316, 3317, 3335, 3342, 3380, 4333, 3382, 4333, 4334, 4343, 4344, 4350, 4410, 4495, 4496, and 4499. At least two of the six courses must be at the 3000 or 4000 level.

Course Descriptions (MATH)

0100. Basic Mathematics. (3) Fall, Spring

An overview of basic skills in mathematics, including ratio and proportion, percent, use of fractions and decimals, systems of measurement and linear equations.

1101. College Algebra. (3) Fall, Spring

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.

Prerequisite: MATH 0100 or satisfactory score on mathematics placement test.

1114. Introduction to Statistics. (3) Fall, Spring

An introduction to probability and statistics. Topics include descriptive statistics, probability, the Normal probability distribution, and hypothesis testing.

Prerequisite: MATH 1101 or 2105 or 2221.

1117. Quantitative Methods. (3) Spring

A study of finite mathematical models with an emphasis on the quantitative skills required to solve applications related to business.

Prerequisite: MATH 1101 or 2105 or 2221.

1121. A Survey of Calculus. (3) Spring

An intuitive introduction, using technology, to the concepts and applications of calculus. Topics include functions and graphing, tangents to a curve, differentiation and integration, maxima, minima, and area under a curve.

Prerequisite: MATH 1101 or 2105 or satisfactory score on mathematics placement test.

Note: Not open to students who have credit for MATH 2221.

2105. Precalculus. (4) Fall, Spring.

A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.

Prerequisite: MATH 1101 or satisfactory score on mathematics placement test.

2221. Analytic Geometry and Calculus I. (4) Fall, Spring.

An introduction to differential and integral calculus. Topics include limits, differentiation and applications, integration and applications, and exponential and logarithmic functions.

Prerequisite: MATH 2105 or 1121 (and permission of instructor) or satisfactory score on mathematics placement test.

2222. Analytic Geometry and Calculus II. (4) Fall, Spring.

A continuation of Math 2221. Topics include the calculus of the trigonometric and inverse trigonometric functions, improper integrals, indeterminate forms, the conic sections, and techniques of integration.

Prerequisite: MATH 2221.

2223. Analytic Geometry and Calculus III. (4) Fall, Spring.

A continuation of the study of the calculus. Topics include sequences and series, parametric equations, polar coordinates, functions of two or more variables, partial derivatives, multiple integrals, and vector analysis.

Prerequisite: MATH 2222.

2224. Differential Equations. (3) Spring.

A study of first and second order differential equations with applications, numerical methods, and solution in series.

Prerequisite or Co-requisite: MATH 2223.

2261. Calculus Applications. (3) On demand

A study of applications which can be solved using calculus. The course will utilize technology, in the form of graphing calculators, a software package (such as Mathematica or Maple), or both.

Prerequisite: MATH 2222.

3001. Mathematical Applications for Teachers. (3) Fall

A study of applications in Mathematics.

Prerequisite: MATH 1101 or higher.

Note: Open only to Elementary and Middle Grades Education Majors.

3002. Geometry for Teachers. (3) Spring

A study of conditional statements, angles, congruent figures, parallel lines, similar figures, transformations, trigonometric ratios, and two- and three-dimensional figures.

Prerequisite: MATH 1101 or higher.

Note: Open only to Middle Grades Education Majors.

3003. History of Mathematics for Teachers. (3) Spring

An historical development of mathematical concepts.

Prerequisite: MATH 1101 or higher.

Note: Open only to Elementary and Middle Grades Education Majors.

3305. Number Theory. (3) On demand

An introduction to number theory.

Prerequisite: MATH 2221.

3306. College Geometry. (3) Spring, 2001.

A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries.

Prerequisite: MATH 2221.

3316. Probability Theory. (3) Spring.

An introduction to probability. Topics include random variables, discrete and continuous distributions, the Poisson process, expectation and conditional expectation, and problem solving.

Prerequisite: MATH 2222.

3317. Mathematical Statistics. (3) Fall, 2001.

An introduction to the mathematical theory of statistics. Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.

Prerequisite: MATH 3316.

3335. Linear Algebra. (3) Spring.

An introduction to linear algebra and matrix theory.

Prerequisite: MATH 1121 or 2221.

3340. History of Mathematics. (3) Spring.

An historical development of mathematical concepts.

Prerequisite: MATH 2221 or permission of instructor.

3342. Complex Variables. (3) Spring, even years.

An introduction to complex variables.

Prerequisite: MATH 2222.

3380. Discrete Mathematics. (3) Fall, even years.

An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.

Prerequisite: MATH 2221.

3382. Combinatorial Design Theory. (3) Fall, odd years.

A study of techniques used for constructing combinatorial designs. Basic designs include triple systems, Latin squares, and affine and projective planes.

Prerequisite: MATH 2221.

4333. Modern Algebra I. (3) Fall, odd years.

An introduction to modern abstract algebra.

Prerequisite: MATH 2222.

4334. Modern Algebra II. (3) On demand

A continuation of Modern Algebra I.

Prerequisite: MATH 4333.

4343. Analysis I. (3) Fall, 2000

An introduction to Analysis.

Prerequisite: MATH 2223.

4344. Analysis II. (3) On demand

A continuation of Analysis I.

Prerequisite: MATH 4343.

4350. Problem Solving. (3) Fall.

A study of problem solving techniques selected from the spectrum of Mathematics course work required to complete a mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.

Prerequisite: Senior standing and permission of instructor.

4410. Numerical Methods. (3) On demand

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least-squares.

Prerequisite: MATH 2222 and CSCI 1990.

4495. Independent Study in Mathematics I. (Variable) On demand

This course allows students to pursue a special problem or topic beyond those encountered in any formal course.

Prerequisites: Minimum prerequisites are outlined in the LaGrange College **Bulletin**. Additional prerequisites will be determined by the instructor, based on the material to be studied.

4496. Independent Study in Mathematics II. (Variable) On demand

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.

Prerequisites: Minimum prerequisites are outlined in the LaGrange College **Bulletin**. Additional prerequisites will be determined by the instructor, based on the material to be studied.

4499. Special Topics in Mathematics. (Variable) On demand

A course offered at the junior/senior level focusing on a specialized topic from the field of mathematics. A prerequisite may be required.

MUSIC

Introduction

The Department of Music is committed to developing skilled and technologically astute musicians within a challenging learning environment that encourages creativity, scholarship, and musical excellence. We offer three programs of study leading to the Bachelor of Music degree: Creative Music Technologies, Performance (Voice, Piano, Organ, Guitar, Percussion), and Church Music.

Objectives

- To equip music majors with the necessary musical knowledge and skills required to obtain successful careers in music.
- To equip music majors with the necessary musical knowledge and skills required for admission into graduate study in music.
- To provide classes, ensembles, and private music instruction for non-music majors.
- To provide culturally enriching experiences for the college and community that heighten aesthetic awareness and appreciation of the musical arts.

Facilities and Resources

The Department of Music is located on the Callaway Campus and is housed in the Callaway Educational Building. Our facilities include music faculty studios/offices, Callaway Hall, instructional and rehearsal space, student practice rooms, an electronic keyboard laboratory, and two recording studios. Studio A has a Tascam TMD 4000 digital console, Genelec monitors, Akia S6000 sampler, synths, and outboard gear. The Robert Moog Studio – open for students 24 hours a day during each term – has a TAC Scorpion console, Tascam DA-38, Panasonic 3700 DAT machine, Isolation Booth, several synths, and outboard gear. Both studios are Mac based and use MOTU Digital Performer and associated plug-ins.

General Information for Music Majors

Acceptance into the Department of Music is granted by a music faculty committee to those students who have submitted an application and completed an audition/interview. Please inquire about audition dates, usually held in early March. Incoming students who have not auditioned or interviewed before the committee prior to the beginning of the fall semester should contact the Chair of the Department before enrolling in music courses. Admission of all new music students to the Department of Music, freshmen and transfers,

is provisional in nature and will be evaluated at the end of the first year of study (see *Entry Requirements for Music Majors* below).

The Bachelor of Music degree is designed for students who are preparing for professional careers in music. The curricula leading to this degree are based on a philosophy that recognizes the need for rigorous study in all aspects of music, complemented by supporting studies in the liberal arts. Each program of study requires a heavy concentration of music courses/experiences, and many courses are sequential. Therefore, potential music majors are strongly encouraged to begin taking music courses in their freshman year. The Chair of the Department of Music can provide you with advisement and a four-year suggested course guideline.

The Music Department provides incoming students with a Music Majors Handbook containing departmental policies and further details about requirements for music majors.

Music Scholarships

A limited number of talent based scholarships are available for incoming freshmen as well as transfer students. Audition dates for scholarship are held annually in the spring. Applicants to the Performance and Church Music degree tracks should be prepared to present two selections of contrasting styles. Applicants to the Creative Music Technologies degree track must present two or three samples of original compositions and/or arrangements on manuscript or any recorded format.

In addition to departmental awards, several special scholarships have been designated by friends of LaGrange College, including the *Felicia Maddox Scholarship*, the *Pauline Witherspoon Hutchinson Scholarship*, and the *Greenville United Methodist Church Scholarship*.

Ensembles

The LaGrange College Singers is a select group of singers chosen by audition. This ensemble represents the college and Department of Music in public performances throughout the academic year, both locally and abroad.

The guitar ensemble is open to talented guitarists by audition only. Interested students may audition at the beginning of each semester.

Entry Requirements for Music Majors

In addition to fulfilling the general requirements for admission to LaGrange College, students desiring to major in music must complete the following:

- Audition/interview before the music faculty prior to enrolling in music courses.
- Take the Music Theory Placement Exam. The results of this exam will be used to determine the appropriate level of music theory instruction.

At the end of the first year of study, a music faculty committee will evaluate each student's progress in the department and determine whether or not to accept the student into full standing as a music major.

Exit Requirements for Music Majors

- Students must receive a grade of "C" or better in all music courses.
- All music majors must take the Theory Competency Exam upon completion of MUSI 2202 and correctly answer at least 80% of the questions. A detailed description of this exam is included in the Music Majors Handbook.
- All music majors must take the Piano Proficiency Exam demonstrating keyboard skill, receiving a "Pass" on at least 80% of the criteria. A detailed description of this exam is included in the Music Majors Handbook.
- All music majors must present a public recital featuring their talent. Recital requirements vary between the different programs of study. Consult the Music Majors Handbook for specific guidelines.
- All music majors must attend at least 80% of departmentally sponsored concerts and events each semester of study.
- All music majors must participate in the premier of at least one new work.
- Performance majors must perform at least one chamber work.

Bachelor of Music in Creative Music Technologies

This program of study prepares the student for an entry-level position in the music industry or continued study at the graduate level. Students of this program typically come from backgrounds that include performance, song writing, composition, electronic and/or computer music. The course work prepares students for a wide variety of activities, such as film/video scoring, multimedia, electroacoustic concert and studio applications, music printing, editing and postproduction projects, SMPTE synchronization, and MIDI applications of every sort.

Internships allow students to tailor their academic work to their specific career goals and gain valuable experience with industry professionals. Students are expected to provide their own transportation to and from the internship site. Credit hours vary according to the level of internship experience (please consult the Internship Handbook for specific details). Students desiring to pursue careers in the music industry are *strongly encouraged* to enroll for as many internship hours and experiences as possible.

While CMT majors are only required to take three semesters of applied lessons, students are *strongly encouraged* to enroll for applied lessons each semester of study.

In addition to the Common Core Program requirements, students complete the following:

MUSI 1101, 1102, 2201, 2202	Theory I - IV	16 hours
MUSI 1103, 1104, 2203	Piano Class 1, 2, 3	3 hours
MUSI 1105, 1106, 2205	Applied Lessons	3 hours
	or	
MUSI 1107, 1108	Ensemble	3 hours
MUSI 2209	Business of Music Industry	3 hours
MUSI 2210	Arranging	2 hours
MUSI 2211	Art and Popular Song	2 hours
MUSI 3301, 3302	Music History I and II	6 hours
MUSI 3310	Orchestration	2 hours
MUSI 3352	Jazz Theory and Popular Practice	1 hour
MUSI 3366	Conducting	2 hours
MUSI 3369, 3370	Music Technology I and II	6 hours
MUSI 4484	Senior Recital	1 hour
MUSI 3390	Audio Engineering	3 hours
MUSI 4409, 4410	Composition I and II	4 hours
MUSI 4412	Film Music	2 hours
*MUSI 4470	Internship	4-6 hours
Common Core Program Requirements:		48
Music Hours:		60-62
Electives:		<u>6</u>
Total:		114-116 hours

*Internships may be taken for a maximum credit of 6 hours and may be repeated for credit.

Bachelor of Music in Performance (Voice, Piano, Organ, Guitar, Percussion)

This program of study is designed for students seeking careers as professional classical performers and/or studio teachers. Students admitted to this program of study must possess exceptional talent in their principal applied area, and instrumental and keyboard majors must demonstrate previous training. The curriculum couples rigorous scholarship with numerous performance opportunities, thus adequately preparing students for graduate study in performance.

In addition to the Common Core Program requirements, students complete the following:

MUSI 1101, 1102, 2201, 2202	Theory I-IV	16 hours
MUSI 1103, 1104, 2203	Piano Class 1, 2, 3	3 hours
MUSI 1105, 1106	Applied Lessons	8 hours
MUSI 1107, 1108	Ensemble	8 hours
MUSI 3301, 3302	Music History I and II	6 hours

*MUSI 3339 (or music elective)	Diction for Singers	2 hours
MUSI 3366	Conducting	2 hours
MUSI 3384, 4484	Junior and Senior Recital	2 hours
MUSI 4480 or MUSI 4460	Opera Workshop	
	Production Project	3 hours
MUSI	Music Elective	2 hours
Common Core Program Requirements:		48
Music Hours:		53
General Electives:		<u>12</u>
Total:		113 hours

*Voice, Piano and Organ majors are required to take MUSI 3339; Guitar and Percussion majors may choose to replace this course with another two-hour music course.

Bachelor of Music in Church Music

Through a broad interdenominational curriculum, the degree in Church Music prepares future leaders for music ministry in the church. The course of study affirms both the rich heritage of the sacred musical tradition and contemporary worship styles practiced in many churches today. This degree is also appropriate for those students pursuing graduate study in church music at the seminary/graduate school level.

The required internships provide an opportunity for students to practice their craft in a real-world environment. Students are expected to provide their own transportation to and from the internship site. Because the internship experience offers valuable interaction with professionals and spiritual mentoring, students are encouraged to enroll for as many internship credit hours as their schedule permits. An internship may be taken for a maximum credit of 6 hours and may be repeated. Also note that RLGN 1102, Jewish Origins in Context, may be taken to fulfill both the Common Core religion elective requirement and a Department of Music requirement.

In addition to the Common Core Program requirements, students complete the following:

MUSI 1101, 1102, 2201, 2202	Theory I - IV	16 hours
MUSI 1105, 1106	Applied Lessons	8 hours
MUSI 1107, 1108	Ensemble	8 hours
MUSI 1103, 1104, 2203	Piano Class 1, 2, 3	3 hours
MUSI 3366	Conducting	2 hours
MUSI 3301, 3302	Music History I and II	6 hours
MUSI 3331	Christian Hymnody	3 hours
MUSI 4470	Internship	*4+ hours
MUSI 4484	Senior Recital	1 hour
RLGN 3510	Christian Educ. in the Local Church	3 hours
RLGN 3520	Christian Worship	3 hours

RLGN 1102	Jewish Origins in Context	3 hours
RLGN 1103	New Testament Writings in Context	3 hours
Common Core Program Requirements:	48	
Music Hours:	51	
Religion Hours:	9 (excluding RLGN 1102)	
General Electives:	<u>6</u>	
Total:	114 hours	

Note: Internship may be taken for a maximum credit of 6 hours and may be repeated for credit.

Course Descriptions (MUSI)

1100. Music Fundamentals (3) * Fall and Spring

Designed to provide basic skills in elementary music theory, such as scale patterns, key signatures, the staff, the seven clefs, rhythm, meter, intervals, music terminology, etc.

1101. Theory I (4) * Fall

Basics of music theory, including scales, key signatures, intervals, triads, beginning harmony and voice leading, harmonizing melodies, realizing figured bass, analysis, ear-training and sight-singing. Lab required.

Prerequisite: MUSI 1100 or passing score on Theory Placement Exam.

1102. Theory II (4) Spring

Continuation of Theory I, including all diatonic triads and the dominant fifth chord. Lab required.

Prerequisite: MUSI 1101.

1103. Piano 1 (1) Spring

Beginning instruction in piano for students with no previous keyboard training. Development of basic readings skills.

1104. Piano 2 (1) Fall

Continuation of Piano 1 with additional emphasis on sight-reading.

Prerequisite: MUSI 1103 or permission of Chair.

1105-1106. Applied Lessons (1) Fall, Spring

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit.

Prerequisite: Audition.

Section A - Voice

Section B - Piano

Section C - Organ

Section D - Guitar

Section E - Percussion

1107-1108. Ensemble (1) Fall, Spring

Performance organization(s) providing ensemble experience. May be repeated for credit.

Prerequisite: Audition.

1112. Music Survey. (3) * Fall, Spring

A broad survey of music from the Western classical tradition aimed at developing aesthetic awareness and critical analysis of music from diverse styles and genres.

2201. Theory III. (4) Fall

Seventh chords, chromatic harmony, modulation, ninth chords, analysis, part-writing, and score reading skills. Lab required.

Prerequisite: MUSI 1102.

2202. Theory IV. (4) Spring

Two-part counterpoint, including 18th century style and species counterpoint; compositional forms and devices of 20th century music. Lab required.

Prerequisite: MUSI 2201.

2203. Piano Class 3. (1) Spring

Continuation of MUSI 1104 with emphasis on transposition and chord accompaniment. Upon completion of this course, the student should be prepared for the Piano Proficiency Exam. May be repeated for credit.

Prerequisite: MUSI 1104.

2209. Business of Music Industry. (3) *

The study of basic issues pertaining to the music industry: music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists' advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts and Sciences, the professional society of musicians.

2210. Arranging. (2) Fall

The introduction to the technique of arranging existing music for different or unique ensembles. Arrangements will be done within given styles and will emphasize specific performance skill levels and accessibility.

Prerequisite: MUSI 1102.

2211. Art and Popular Song. (2) Spring

This course focuses on writing for the voice. Projects will include contemporary practices as well as art song techniques.

Prerequisite: MUSI 1102.

3301. Music History I. (3) Fall

The study of the western classical tradition, from earliest antiquity through Bach. Emphasis on musical analysis and criticism.

Prerequisite: MUSI 2202.

3302. Music History II. (3) Spring

Music of the Classical, Romantic, and Modern eras, including the music of African Americans. Course will emphasize historical analysis and criticism, aural identification, and research.

Prerequisite: MUSI 2202.

3310. Orchestration. (2) Fall

Techniques of scoring for string, brass, woodwind, percussion instruments and MIDI instruments.

Prerequisite: MUSI 2202.

3331. Christian Hymnody. (3) January Term

A survey of Christian hymnody in the English-speaking world from its roots in the early Christian Church to present day practices in worship. The study of selected hymns and hymn writers associated with a number of different Christian traditions will be included.

3339. Diction for Singers. (2) Fall

Trains students in the use of the International Phonetic Alphabet to phoneticize English and foreign language art songs. Practice in transcribing English, Italian, French, and German art songs and applying the rules of correct pronunciation.

3352. Jazz Theory and Popular Practice. (1) Fall

Theoretical foundations of the Jazz tradition, and consideration of related contemporary style; blues, fusion, rock, gospel, and current popular idioms. Aural skills emphasized, with keyboard harmony studies oriented to realizing technical comprehension of the material.

Prerequisite: MUSI 2202.

3366. Conducting. (2) Fall

Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.

Prerequisite: MUSI 2202.

3369. Music Technology I. (3) Fall

Basic studio techniques, music sequencing, music printing, synthesizers, studio operation.

3370. Music Technology II. (3) Spring

Creative work in the electronic music domain with an emphasis on music to picture, interdisciplinary music techniques, and current and experimental styles.

Prerequisite: MUSI 3369.

3384. Junior Recital. (1) Fall and Spring

A 30-minute public performance of the student's creative work and/or talent to be given during the junior year.

Prerequisite: Successful completion of the Pre-Recital Hearing.

3390. Audio Engineering. (3) January Term

Complete training in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and troubleshooting. Students should reach an appropriate level of audio engineering skills that would be considered entry level professional.

4409. Composition I. (2) Fall

Upper-level composition for CMT majors. A projects course.

Prerequisite: MUSI 2202.

4410. Composition II. (2) Spring

Continuation of MUSI 4409. A projects course.

Prerequisite: MUSI 4409.

4412. Film Music. (2) Spring

A research course designed to deal with the musical esthetic and compositional concerns of the film music world.

4460. Production Project. (3) January Term

A special projects course with hands-on participation and teamwork required. Each project is unique; specific content will be publicized in the semester preceding the course offering.

4470. Internship. (1-6) Fall, January, Spring

A supervised, practical "real world" experience in a professional off-campus environment in one of the following areas: Recording Studio, Broadcast Facility, Post-Production House, Publishing Company, Independent Commercial Composer, Film Studio, Advertising Agency, Church Music Program, Performing Arts Company, Interactive Technologies, Video Production Facility, or other approved internship opportunity.

4480. Opera Workshop. (3) January Term

Staged and directed performances of complete compositions and/or excerpts from operatic literature of several styles and periods.

Prerequisite: Audition.

4484. Senior Recital. (1) Fall, Spring

A one-hour public performance of the student's creative work and/or talent to be given during the senior year.

Prerequisite: Successful completion of the Pre-Recital Hearing.

4486. Special Topics. (3) Fall or Spring, alternate years

Class instruction for musical topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students.

*** Denotes courses in Music that may satisfy Fine Arts requirement in Core Curriculum.**

NURSING

Introduction

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The curriculum provides professional nursing education within a heritage of Christian faith and liberal arts learning. The nursing major, grounded in an ethic of caring, encourages independent thought, appreciation for the discovery of excellence, and commitment to supporting the health of individuals and society. BSN studies establish a sound foundation for professional nursing practice, graduate study, and continuing progress toward personal and professional goals. Faculty and students serve as resources for the College and community in nursing education, service, and research. Opportunities for collaborative study with students of other majors and clinical experience with varied health care providers emphasize the interdisciplinary nature of nursing practice. As professional nurses, graduates will be able to assist individuals, groups, and communities in meeting health care goals.

The BSN program is fully approved by the Georgia Board of Nursing and is accredited by the National League for Nursing Accrediting Commission.

Objectives

Graduates of the Bachelor of Science in Nursing program will be able to:

- Practice nursing from a knowledge and research base utilizing skills of critical thinking, and communication, with the ability to expand knowledge and skills through lifelong learning.
- Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.
- Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.
- Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well-being.

Admission to the BSN Program

Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore

year. Nursing studies begin at the junior level with the exception of Nutrition (NURS 3305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

- A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Division of Nursing.
- Completion of a sufficient number of credits in Common Core and other required courses to permit an uninterrupted progression in the nursing major.
- A grade of C or higher is required in anatomy, physiology, microbiology, and English composition courses. Should a student earn less than a C more than once in these courses, the students will be ineligible to enter the nursing program. A limit of five years applies to completion of anatomy, physiology, and microbiology courses.
- A cumulative overall GPA of 2.5 or higher at the time of entry into the nursing program, including all courses completed or attempted at any institution. A student whose GPA does not meet this requirement will be considered on an individual basis.
- An interview with a member of the nursing faculty may be required. An applicant may request an interview if desired.

An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Admission to the BSN Completion Option

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

- RN students who enter the nursing sequence on a full-time basis must have completed all Common Core requirements and all required non-nursing courses through the junior level.
- No time limit applies to the completion of anatomy, physiology, or microbiology courses.
- Twenty-four (24) previously earned Associate or Diploma nursing semester credits may be accepted toward the BSN degree, subject to the terms of the Georgia RN-BSN Articulation Agreement (the complete Agreement is available in the office of the Division of Nursing). These 24 semester credit hours represent previously completed nursing courses in Adult Health, Child Health, Maternal Health, and Mental Health and are not intended to equal the actual number of previously earned nursing credits. Normally, no more than 24 hours of

Associate Degree or Diploma nursing course credits may be applied toward fulfilling any requirement(s) of the BSN degree.

- Twenty-three (23) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Up to 7 of these credits may be earned through challenge examinations on a one-attempt basis. A minimum of one year of nursing practice experience within the past three years is required for eligibility for challenge examinations.

Matriculation Requirements

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.
- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization or immune status.
- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

Curriculum

Nursing courses are offered in a 4-1-4-semester sequence during the junior and senior years of study. The total BSN curriculum can be completed in four academic years (8 semesters) and includes 48 credit hours in the Common Core, 25 credit hours in other required and elective courses, and 47 credit hours in nursing courses. Included in these hours are three elective interim courses which compose 9 hours of required interim hours. Selected courses required for the BSN degree may fulfill certain Common Core Requirements; these and other required non-nursing courses are:

BIOL 1148 and BIOL 1149	Human Anatomy and Physiology*
MATH 1101	College Algebra*
CORE 1110	Quantitative Reasoning
PSYC 1101	Introduction to Psychology*
PSYC 3302	Human Growth and Development*
ENGL 1101, 1102	Rhetoric and Composition*
BIOL 2320	Microbiology *
MGMT 3371	One directed course
RLGN 2310	Bioethics

*These courses are prerequisite to entering the nursing courses.

Nursing courses completed by beginning (non-RN) students are:

Junior Year

Fall:	NURS 3305	Nutrition and Health* (may be completed in advance)
	NURS 3310	Health Promotion I, Aging
	NURS 3311	Health Assessment
	NURS 3312	Seminar: Transitions
	NURS 3331	Pharmacology*
Spring:	NURS 3330	Health Promotion II, Mother, Child, Family
	NURS 3350	Health Restoration I, Life Span

Senior Year

Fall:	NURS 4400	Health Restoration II, Psych/Mental Health
	NURS 4430	Health Restoration III, Complex Problems
	NURS 4431	Research in Nursing *
Spring:	NURS 4432	Nursing Senior Capstone*
	NURS 4440	Concepts in Health Promotion III: A Community Focus*
	NURS 4450	Role Transition: A Clinical Practicum
	NURS 4451	Leadership in Nursing*

Nursing courses designated above by an asterisk are required of RN students enrolled in the BSN-completion option. RN students also complete two RN-only courses.

Junior Level NURS 3313 RN Seminar, Transitions (Fall)

Senior Level NURS 4460 RN Practicum (Spring)

Information regarding the program length and costs is provided to the National League for Nursing Accrediting Commission and is available from that organization at 61 Broadway - 33rd Floor, NY 10006, 800-669-1656 Ext. 153.

Progression

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.
2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on departmental probation and has one semester in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.
3. A student may repeat a failed clinical nursing course only once. If a second failing grade is earned in any clinical nursing course, the student will not be

eligible to continue in the nursing program. A 2.0 GPA is required for entrance into senior level courses.

4. All Common Core and other required non-nursing courses, with the exception of Bioethics and an interim elective must be completed prior to beginning the senior level nursing courses.
5. A student who for any reason is not enrolled in a clinical nursing course for a period of more than twelve (12) months must apply for readmission and meet all standards for continuation in the nursing program. Readmission is subject to available clinical space.

Progression in BSN Completion Option

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

1. A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.
2. All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing course(s), the previously earned nursing credits will not be applied toward the BSN degree.

Assessment in the Major

NLN (National League for Nursing) achievement tests are administered at intervals throughout the nursing program. These tests are included within specific nursing courses.

During the final semester of nursing studies, all students will complete a comprehensive assessment of learning in the major: Non-RN students will complete a standardized comprehensive examination in nursing. RN students will complete an essay-type examination. A description of these assessment processes will be provided to students during the first semester nursing studies.

Course Descriptions (NURS)

Course credit hours and corresponding clock hours are shown in parentheses. One class clock hour/week equals one credit hour; three laboratory or practice clock hours/week equal one credit hour.

3305. Nutrition and Health (1) Fall

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. Student interests are incorporated.

Prerequisite: None.

3310. Concepts in Health Promotion I: Focus on Aging.

(2 hrs. class 6 hrs. lab/clinical per week) (4) Fall

A foundation course to introduce and develop concepts, practices and processes of health promotion in professional nursing, emphasizing the needs of the elderly. The skills of communication, problem solving, and critical analysis in nursing are included.

Prerequisite: Admission to BSN program.

Co-requisite: NURS 3311, NURS 3312

3311. Health Assessment Across the Life-span.

(2 hr. class, 3 hrs. lab per week) (3) Fall

A study of the health assessment process applied to persons of all ages, with emphasis on building knowledge and skill in data acquisition, organization, and interpretation.

Prerequisite: RN status or *Co-requisite:* NURS 3310.

3312. Transitions: A beginning Nursing Seminar. (2) Fall

An introduction to professional nursing practice and the varied roles of the nurse in multiple practice settings. The significance of research in nursing practice and inquiry as a means of defining the nursing role is included.

Prerequisite: Admission to BSN program.

3313. Transitions: A Seminar for Registered Nurses. (2) Fall

A study of varied perspectives and conceptual bases of the professional nursing role. The research process and research significance in nursing practice is introduced.

Prerequisite: Admission to BSN program, RN status.

3330. Concepts in Health Promotion II, Mother, Child, Family.

(4 hrs. class, 6 hrs. lab/clinical per week) (6) Spring

A study of nursing care of mother, child, and family, including selected women's health care issues. The nursing role in health promotion is emphasized, with examination of physical, developmental, and psychosocial challenges to health.

Prerequisites: NURS 3305, NURS 3310, NURS 3311, NURS 3312

3331. Pharmacology in Nursing. (2 hrs. class, 3 hrs. lab per week) (3) Fall

Pharmacologic concepts and skill essential for nursing practice, including the basic science of drugs, determination of dosage, and medication administration techniques.

Prerequisite: Admission to BSN program or RN status.

3350. Concepts in Health Restoration I: A Life-span Focus.

(2 hrs. class, 6 hrs. lab/clinical per week) (4) Spring

The foundation course in nursing care of individuals and families who are experiencing challenges to health, emphasizing understanding and skill in health restoration.

Prerequisites: NURS 3310, NURS 3311, NURS 3312

4400. Concepts in Health Restoration II: A Psych/Mental Health Focus.

(2 hrs. class, 3 hrs. lab/clinical per week) (3) Fall

A course directed toward the knowledge and skills necessary to the practice of community health nursing. Emphasis is placed on the promotion and protection of the health of individuals and groups within the context of community.

Prerequisites: NURS 3330, NURS 3350

4430. Concepts in Health Restoration III: Complex Problems Across the Life-span.

(3 hrs. class, 6 hrs. lab/clinical per week) (5) Fall

A study of advanced nursing care relevant to acutely ill patients with complex health problems. Learning experiences emphasize collaboration and critical analysis necessary in providing and coordinating care.

Prerequisites: NURS 3330, NURS 3350

4431. Research in Nursing. (3) Fall

A course designed to assist students in developing a sense of inquiry, including research designs, sampling strategies, data analysis methods, and the use of research in clinical nursing practice.

Prerequisites: NURS 3312 or NURS 3313

4432. Nursing Senior Capstone. (3) Spring

A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing.

Prerequisites: NURS 4400, NURS 4430, NURS 4431

Corequisite: NURS 4450, NURS 4460

4440. Concepts in Health Promotion III: A Community Focus.

(2 hrs. class, 3 hrs. lab/clinical per week) (3) Spring

A course directed toward the knowledge and skills necessary to the practice of community health nursing. Emphasis is placed on the promotion and protection of the health of individuals and groups within the context of community. A research project is completed focusing on a problem or issue in community health.

Prerequisites: NURS 4400, NURS 4430, NURS 4431

4450. Role Transition: A Clinical Practicum.

(2 hrs. class per week, 180 total hours clinical practice) (6) Spring

A course to facilitate the transition to professional practice. Leadership and management roles assumed in clinical practice and increasing autonomy in patient care are guided through preceptorial experiences.

Prerequisites: NURS 4440, NURS 4430, NURS 4431, NURS 4432

4451. Leadership in Nursing. (1) Spring

A study of the principles of leadership applicable in professional nursing practice, building upon prior courses in nursing, management, and the liberal arts and emphasizing the student's personal goals.

Prerequisites: MGMT 3371, NURS 4430, NURS 4400, NURS 4431, NURS 4432

4460. Practicum for Registered Nurses.

(2 hrs. class per week, 80 total hours clinical practice) (4) Spring

A clinical practicum to facilitate RN transition to professional practice.

Prerequisites: All nursing courses except *Co-requisite* NURS 4440, NURS 4451

4495. Independent Study in Nursing (Variable) On demand

For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.

Prerequisite: Completion of 2/3 nursing major, 3.0 GPA, and permission.

PHYSICS

Introduction

The physics curriculum at LaGrange College serves two basic purposes:

- 1) An introduction to the physical sciences, oriented towards developing problem solving and reasoning skills suitable for the core requirements of the college.
- 2) Support courses for programs in mathematics, chemistry, biology, computer science, dual-degree in engineering, pre-medicine, pre-pharmacy, and education.

Course Descriptions (PHYS)

1101. Introductory Physics I. (3 hrs. lec., 2 hrs. lab per week) (4) Fall

A noncalculus-based introduction to elementary kinematics, dynamics, energy, momentum, fluids, mechanical waves, and thermodynamics.

Prerequisite: MATH 2105

1102 . Introductory Physics II. (3 hrs. lec., 2 hrs. lab per week) (4) Spring

A continuation of Physics 1101 and an introduction to thermodynamics, electric charge, Coulomb's Law, electric and magnetic fields, optics, special relativity and quantum mechanics.

Prerequisite: PHYS 1101

1121 . General Physics I. (3 hrs. lec., 2 hrs. lab per week) (4) Fall

A calculus-based introduction to particle dynamics, energy and momentum conservation, rotational dynamics, hydrostatics, and thermodynamics.

Prerequisite: MATH 2222

1122. General Physics II. (3 hrs. lec., 2 hrs. lab per week) (4) Spring

A continuation of Physics 1121 covering thermodynamics, electricity and magnetism, simple circuits, optics, special relativity and quantum physics. The laboratory introduces students to electronics.

Prerequisites: PHYS 1121, MATH 2223 or permission of instructor

POLITICAL SCIENCE

Introduction

The political science program is designed to provide students with the knowledge and skills they will need to become active, useful citizens in modern democratic polities. For students who concentrate in political science or those who take only occasional courses, this means that the political science program will develop their capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about their obligations and rights as citizens. It also means that the political science program will provide students with the skills necessary to begin a career in business, public service, consulting, or journalism or to continue their training in graduate studies or law school.

Objectives

Students majoring in political science at LaGrange College will acquire basic knowledge of these areas:

- The values, processes, and institutions that affect collective decision-making and contemporary politics in the United States.
- The comparative analysis of the values, processes, and institutions that affect collective decision-making and contemporary politics in other countries.
- The relations between and among states, especially those affecting international conflict and international cooperation.
- The ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in political science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- Ability to analyze the foundations of and differences between normative and empirical inquiry.
- Knowledge of the basic elements of research design and methods in normative, empirical, and historical studies of politics.
- Knowledge of basic data management and analysis and of the use of computers in political research.
- Ability to convey findings in both written and oral presentations.

Course of Study

The program in political science offers both a major and minor course of study in political science.

For a Major in Political Science

Demand Sequence for the Program in Political Science (POLS)

POLS 1101	U.S. Government
POLS 1102	Introduction to Political Science
POLS 2210	Comparative Politics
POLS 2220	International Relations
POLS 3300	Research Methods in Political Science
POLS 4430	Senior Seminar in Political Science

Students majoring in political science must also complete an additional 18 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. At least one of these courses must be in the field of American politics and public policy (POLS 3310, 3311, 3312, 3313) and one in the fields of international relations (POLS 3320, 3321, 3322) or comparative politics (POLS 3350, 3351). Political science internships (POLS 4400) can earn a full semester (12 hours) of credit toward graduation, but only six (6) hours can be credited toward completion of the major course.

For a Minor in Political Science

Demand Sequence for the Program in Political Science (POLS)

POLS 1101	U.S. Government
POLS 1102	Introduction to Political Science
POLS 2210	Comparative Politics
POLS 2220	International Relations

Students minoring in political science must also complete an additional 6 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. In the minor course of study, political science internships cannot substitute for elective course credit.

Assessment of Objectives

Assessment of the objectives of the program in political science is based on successful completion of each major course with a grade of C or better and successful completion of

POLS 4430: Senior Seminar in Political Science. To enroll in POLS 4430 students must have completed POLS 1101, 1102, 2210, 2220, and an additional nine (9) semester hours of elective courses in the political science program. In special circumstances, these requirements may be waived by permission of the faculty of the program.

Special Opportunities

The program in political science supervises a variety of internships in local, state, and national government and in the local legal community. Students interested in pursuing one of these opportunities should consult with the program faculty. The program also includes service learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration.

Course Descriptions (POLS)

1101. United States Government. (3)

An introduction to political science through an analysis of the political system of the United States. Topics considered include: basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

1102. Introduction to Political Science. (3)

An introductory course which focuses on the nature of the discipline of political science and which deals with the way political scientists study politics through an overview of the major topics of the discipline.

2210. Comparative Politics. (3)

An introduction to comparative analysis of political systems. Topics considered include: basic concepts of comparative theory, modern political history in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

2220. International Politics. (3)

An introduction to the interaction of nation-states in the global system. Topics considered include: war and power, economic and social interdependence, and problems specifically associated with developing nations.

3300. Research Methods in Political Science. (3)

A study of basic social science research methods as applied in political science. Topics considered include: research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

3311. Congress and the Presidency (3)

A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include: the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking; foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

3312. Public Administration and Public Policy. (3)

An introduction to the study of public administration and public policy. Topics considered include: theoretical approaches to the study of public administration, the historical and constitutional basis for public administration in the United States, the organization and management of public institutions, the social, political, and legal environments of public institutions, the role of political processes in public administration, the analysis and evaluation of public policy, and the ethical basis of public administration.

3313. American Judicial Institutions. (3)

A study of judicial institutions in the United States. Topics considered include: the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.

3314. American Constitutional Law. (3)

An introduction to the study of constitutional law. Topics considered include: basic concepts of constitutional analysis, historical development of present legal institutions and regimes, judicial policy decisions in different areas of law, and the social, political, and economic factors affecting those decisions.

3320. Analysis of Foreign Policy. (3)

An introduction to how structures, institutions, outside actors, and political culture produce American foreign policy. Topics covered include: recent history of U.S. foreign relations, the roles played by both the President and the Congress, the roles, functions and structures of U.S. State Department, the Defense Department, intelligence agencies and the National Security Council, the policy making process and the measurement of outcomes, roles played by the public, interest groups, and other actors. Current major foreign policy issues will be discussed and examined as case studies.

3321. International Political Economy (3)

A study of international economics and trade through the analysis of the factors influencing past and present changes. Topics covered include: current and past international finance systems and mechanisms of exchange, the role of the state and other actors, an examination of comparative advantage, various strategies states employ such as import substitution or export promotion, the nature and impact of formal and informal barriers to trade, the GATT and WTO, the problems, failures, successes and prospects of the international economic system and its impact on domestic politics.

3322. International Organizations. (3)

A study of the current international system. Topics covered include: the nature of "systems", the recent history of global affairs and the evolution of the international system to its present state, selected theoretical analyses of international systems, the nature, roles and functions of the various actors in the system, how advances in technology have fundamentally changed the world, and the evolving roles of both states and supranational institutions.

3340. Themes in Political Philosophy. (3)

An introduction to the basic ideas of political philosophy. Topics considered include: the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics.

3341. Modern Political Theory. (3)

An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped the twentieth century.

3350. States and Politics in Developing Areas. (3)

A comparative study of the political systems of developing societies. Topics considered include: basic comparative theory, modern history of developing societies, political systems of selected states, and the interaction of political and economic factors in developing societies.

3351. States and Politics in Developed Areas. (3)

A comparative study of the political systems of developed societies. Topics considered include: basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies.

4400. Political Science Internship. (credit may vary)

A supervised internship opportunity for students to work for approved public or private organizations.

4410. Selected Topics in Political Science. (3)

This course examines particular issues related to topics in political science selected by program faculty.

4420. Directed Study in Political Science. (3)

A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

4430. Senior Seminar in Political Science. (3)

A seminar course on a major subject of national or international concern based on individual research and assigned readings.

PSYCHOLOGY

Introduction

The goal of this department is to acquaint the student with basic principles of behavior and the research methods necessary to understand them.

Objectives

A student who graduates from LaGrange College with a major in psychology will:

- recognize the importance of an EMPIRICAL approach in attempting to understand behavior.
- be familiar with the concepts, terms, and explanatory principles characteristic of major psychological theorists and be able to evaluate them critically through application of the principles of logico-empirical science.
- be able to identify and discuss examples of the major "types" of learning, to wit: classical, operant, observational, information processing.
- be familiar with generalizations regarding physiological correlates of behavior.
- be familiar with the major historical developments in psychology.
- be familiar with the terminology of the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV).
- be familiar with the different theoretical approaches (including the psychoanalytic, the humanistic, and social learning-behavioral) in the description, etiology, and therapy of behavioral disorders listed in DSM IV.
- be able to list and discuss the various objective and projective personality assessment techniques and various rating scales including the Rorschach and Holtzman inkblots, the Thematic Apperception Test, the MMP-II, and the 16-PF.
- recognize the basic philosophical (e.g., What is personality?) and methodological issues (e.g., how do we quantify and measure personality) in psychological research.
- be familiar with the sections of a APA style research report including the kinds of information typically found in each.
- be familiar with the standard procedures for summarizing data, including the construction of frequency tables, the calculation of measures of central tendency (means, medians, and modes), calculation of measures of dispersion (range, variance, and standard deviation), and correlation coefficients.
- be familiar with the logic of hypothesis testing including the statement of research and statistical hypotheses, the notion of Type I and Type II errors, the power and efficiency of a statistical test, and the major inferential techniques used in psychology (especially t test, analysis of variance, and chi-square).
- recognize the concepts and principles of psychology as exemplified in everyday situations.

A major in psychology consists of 37 semester hours (12 courses) beyond the introductory course (PSYC 1101). Twenty-five of these hours come from the categories below.

Methods (Both Required - See Note 1 Below)
PSYC 2298, PSYC 2299

Experimental Content (Select Two)
PSYC 4455, PSYC 4465, PSYC 4470

Social/Personality/Development Content (Select Three — See Note 2 Below)
PSYC 3321, (PSYC 3302 or PSYC 3358), PSYC 3350, PSYC 4460

Advanced Special Topics (Required - See Note 3 Below)
PSYC 4480

Notes:

1. Since this department views psychology as a research-based discipline, it is **strongly recommended** that the student complete PSYC 2298 and PSYC 2299 as soon as possible after the major is declared.
2. Students may take either PSYC 3302 or PSYC 3358 but not both to satisfy this requirement. If a student takes both, one course counts toward the 12 hours of major electives.
3. PSYC 4480 will be offered once per year during January term and will involve advanced study of a specialized topic. Topics will vary from year to year.
4. PSYC 1101, Introduction to Psychology, is the prerequisite to all 2000 level and above psychology courses except PSYC 2298 and PSYC 3341. Some courses have other prerequisites.

Major Electives

An additional 12 hours of major courses will be selected by the student. A student may select any 3000 or 4000 level psychology course beyond those counted in the required areas. Up to three courses selected from HUSV 2247, HUSV 2299, HUSV 3308, and BIO 1148 may be applied toward the major with the approval of the advisor.

Assessment

The accomplishment of the psychology objectives will be demonstrated by obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology. Normally, this test will be given during the student's final semester at LaGrange College.

Career Options

Students who complete the major in psychology have a wide variety of career options. Psychology is a very broad field which overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social science, counseling, and psychology.

Miscellaneous

No course with a grade below C may be applied toward a psychology major.

Course Descriptions (PSYC)

1101. Introduction to Psychology. (3) Fall, Spring.

A survey of major topics in psychology including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.

Prerequisite to all other psychology courses except PSYC 2298 and PSYC 3341.

2298. Behavioral Statistics. (3) Fall.

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

2299. Research Methods. (4) Spring.

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

Prerequisites: PSYC 2298 and PSYC 1101

3302. Human Growth and Development. (3) Fall, Spring.

A study of normal life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

3304. Educational Psychology. (3) Fall.

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

3321. Social Psychology. (3) Fall.

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

3330. History and Systems of Psychology. (3) On demand.

A study of the historical background of psychology, with emphasis upon the major schools of thought.

3341. Human Sexuality. (3) On Demand.

This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles, sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, contraception, and relationship issues related to sexuality.

3350. Abnormal Psychology. (3) Fall, Spring.

A survey of the causes, characteristics, current theories, and treatments of deviant behavior.

3351. Introduction to Counseling. (3) Spring.

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

3356. Microcomputer Applications in the Behavioral Sciences. (3) On Demand.

A study of the use of microcomputers with special emphasis on specific software programs including database management, spread-sheets, word-processing, and statistical packages for the behavioral scientist.

3357. Psychology of Religion. (3) On demand.

Psychological interpretation of religious experience and growth.

3358. Psychology of Aging. (3) Fall.

Human aging is examined from physiological (e.g. sensory and cardiovascular changes), psychological (e.g. memory and intellectual changes) and sociological (e.g. adjusting to retirement) perspectives. Also, death and disorders associated with aging such as Alzheimer's Disease are explored.

3380. Special Topics in Psychology. (3) On Demand.

A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

4400. Individual Research. (3) On demand.

The student will conduct a research project on a topic which is psychological in nature. The work will proceed from a literature review through research design, data collection and analysis. The result will be a research report written in APA style.

4455. Cognitive Psychology. (3) Spring 2003.

An information processing analysis of topics in perception, thinking, learning, and memory.

4460. Psychology of Personality. (3) On Demand.

A critical study of major personality theories, principles and instruments of assessment, and relevant empirical research.

Prerequisites: PSYC 2298 and PSYC 2299

4465. Physiological Psychology. (3) Spring 2002.

Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g. sensory processes, sleep, sexual behavior). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

4470. Psychology of Learning. (3) Spring.

A survey of principles, research findings, and applications of classical, operant, and observational learning.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor.

4480. Special Topics in Psychology. Interim.

A course offered at the junior/senior level focusing on a specialized topic from the field of psychology. A prerequisite may be required.

RELIGION AND PHILOSOPHY

Introduction

As a field of inquiry within the liberal arts, the study of religion affords all students an opportunity to hone the critical thinking and communication skills that are an asset to any profession. Students who are considering church-related vocations also may tailor their courses either to prepare for such careers directly after completion of the degree or to provide a foundation for graduate study in religion or theology.

The Religion and Philosophy Department offers two major plans of study: the religion and philosophy major, and the religion major with a concentration in church leadership. The department also offers three minor programs: religion, church leadership, and philosophy.

The Religion and Philosophy Major

The major consists of 33 hours of course work with one of the exploratory core requirements (RLGN 1101-05) as the prerequisite: 36 hours in total. The Religion major must include at least 6 hours each from the areas of Biblical Studies, Historical Studies, and Ethics and Theological Studies. In addition, the major requires at least 3 hours in the area of Philosophy. Thus, of the 36 hours required for a Religion major, at least 21 hours must conform to the following guidelines:

- I. Biblical Studies (6 hours). Minimum requirement is one course in Old Testament and one course in New Testament at the 2000-level or above. Courses: 2110, 2111, 2120, 2121, 3110-3160.
- II. Historical Studies (6 hours). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.
- III. Ethics and Theological Studies (6 hours). Courses: 1105 (if not taken for the core), 2310, 3310-3350.
- IV. Philosophy (3 hours). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.

Students are free to choose any other religion or philosophy department courses for the remaining 15 hours. At least 18 total hours in the major must be numbered at the 2000-level or above.

The Religion Major with a Concentration in Church Leadership

A Church Leadership concentration within the Religion Major is designed to prepare graduates for educational and youth ministry in the church. The program meets all of the educational requirements necessary for certification in Christian education by the United

Methodist Church. The major consists of 33 hours of course work, with one of the exploratory core requirements (REL 1101-05) as the prerequisite: 36 hours in total. The Christian Education concentration requires the following course distributions:

- I. Biblical Studies (3 hours). Courses: 1102 or 1103 (if not taken for the core requirement), 2110, 2111, 2120, 2121, 3110-3160.
- II. Historical Studies (3 hours). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.
- III. Ethics and Theological Studies (3 hours). Courses: 1105 (if not taken for the core), 2310, 3310-3350.
- IV. Philosophy (3 hours). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- V. Church Leadership and Youth Ministry (18 hours). Courses: 3510-3550. The internship (3550) normally is repeated for a total of 6 hours, with 3 hours taken in each of two consecutive semesters. Other arrangements, such as intensive summer internships, are possible with the permission of the Church Leadership Program Director.

In addition, students seeking certification in Christian education by the United Methodist Church must complete United Methodist Studies (3210). Students who do not seek United Methodist certification may choose any religion department course for the remaining 3 hours in the major.

The Religion Major with Honors

The honors program in religion requires the completion of an honors thesis or honors project under the direction of one of the professors in the Religion Department. Students who choose this option will enroll in RLGN 4620 in the fall of their senior year and RLGN 4621 in the Spring of their senior year. Minimum requirements to enter the program are a 3.5 grade point average in Religion Department courses and the permission of the Religion Department chair. Students wishing to apply for honors work must apply to the department chair during the spring term of their junior year.

The Religion Minor

A minor in religion consists of 9 hours in addition to the religion core requirement: 12 hours in total. At least 6 hours must be from courses at the 2000-level or above.

The Church Leadership Minor

A minor in Church Leadership consists of 12 hours in addition to the religion core requirement: 15 hours in total. The minor includes one course taken at the 2000-level or above in Area I, II, III, IV, or VI. In addition, minor students must take Christian Education in the Local Church (3510) and should choose *one* (1) of the following: RLGN 3520, 3530, or 3540. The minor is completed with 3 hours of Internship (RLGN 3550).

The Philosophy Minor

No major program currently is offered in philosophy. A minor consists of 12 hours of course work in Area IV, of which at least 6 hours must be taken at the 2000-level or above.

The Church Music Program

The church music program is administered through the music department in cooperation with the Religion and Philosophy department. See the Music Department section of the catalogue for a program description.

Course Descriptions

Core Exploratory Courses: Explorations of the Christian Faith (RLGN)

1101. Introduction to Christianity (3)

An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

1102. Jewish Origins in Context (3) Fall 2001, Spring 2002

A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient near eastern world. The course also will ask students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.

1103. New Testament Writings in Context (3) Fall 2001, Spring 2002

A study of the New Testament writings in the context of Greco-Roman civilization. The course also will ask students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

1104. Dialogue with World Faith Traditions (3) Spring 2002

The course will place the insights of the Christian faith in dialogue with those of major living world religions.

1105. Moral Traditions and Contemporary Social Problems (3) Fall 2001

A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course will examine such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

Religion and Philosophy Departmental Courses

Area I: Biblical Studies (RLGN)

2110. Introduction to Biblical Hebrew I. (3)

A beginning course designed to teach the fundamentals of Biblical Hebrew.

Prerequisite: None

2111. Introduction to Biblical Hebrew II. (3)

A continuation of RLGN 2110.

Prerequisite: RLGN 2110

2120. Introduction to Hellenistic Greek I. (3) Fall 2001

A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament.

Prerequisite: None

2121. Introduction to Hellenistic Greek II. (3) Spring 2002

A continuation of RLGN 2120.

Prerequisite: RLGN 2120

2130. Readings in New Testament Greek. (3)

Selected readings from New Testament texts with some attention to developing intermediate Greek grammar.

Prerequisite: RLGN 2120 and 2121

3110. The Law. (3)

A detailed study of the first five books of the Old Testament.

Prerequisite: RLGN 1102, or permission of professor

3120. The Prophets. (3)

A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.

Prerequisite: RLGN 1102, or permission of professor

3130. The Writings. (3)

An examination of wisdom, apocalyptic and poetic literature of the Old Testament.

Prerequisite: RLGN 1102, or permission of professor

3140. The Life and Teachings of Jesus. (3)

A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.

Prerequisite: RLGN 1103, or permission of professor

3150. The Apostolic Age. (3)

An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.

Prerequisite: RLGN 1103, or permission of professor

3160. The Gospels. (3) Spring 2002

An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.

Prerequisite: RLGN 1103, or permission of professor

Area II: Historical Studies (RLGN)

2210. Church History I. Fall 2001

A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.

Prerequisite: None

2220. Church History II. Spring 2002

A history of the Christian Church from the reformation era to the modern period.

Prerequisite: None

2230. Race and Religion in America.

This course will examine the role that religion played and continues to play in American race relations and racial identities. The course will emphasize the history and the theorists of the civil rights contemporary era.

Prerequisite: None

3210. United Methodist Studies. Fall 2001

A survey of the history, theology, and polity of the United Methodist Church.

Prerequisite: A religion core course

3220. A History of Christian Political Thought.

A study of the impact of the Christian theorists and the institutions of the Church on the development of political theory in the West.

Prerequisite: A religion core course

Area III: Theology, Ethics, and the Social Scientific Study of Religion (RLGN)

2310. Bioethics. (3) Fall 2001

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

Prerequisite: None

3310. Contemporary Christian Thought. (3) Fall 2000

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

Prerequisite: A religion core course

3320. The Ethics of Sexuality, Marriage, and Gender. (3) Spring 2001

A study of the moral issues related to sexuality, gender roles, and family life. Topics will vary per offering, but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure. **The course also is cross-listed in the Women's Studies Program as WMST 3320**

Prerequisite: A religion core course

3340. Sociology of Religion. (3)

A sociological analysis of the interplay between religion and culture.

Prerequisite: A religion core course

3350. Psychology of Religion. (cross-listed as PSYC 3357) (3)

Psychological interpretation of religious experience and growth.

Prerequisite: A religion core course

Area IV: Philosophy (PHIL)

1410. Introduction to Philosophy. (3)

A survey of major philosophical themes and figures that were formative in Western civilization.

Prerequisite: None

2410. Moral Philosophy. (3)

A study of the major philosophical understandings of morality and the good life.

Prerequisite: None

2420. History of Philosophy I. (3)

A historical survey of classical and medieval philosophy.

Prerequisite: None

2430. History of Philosophy II. (3)

A historical survey of the philosophies of the Renaissance, the Enlightenment, and modern times.

Prerequisite: None

2440. Elementary Logic. (3)

An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions also will be discussed.

Prerequisite: None

3410. Philosophy of Religion. (3)

An investigation of problems related to philosophical reflection on religious thought and experience.

Prerequisite: At least one prior course in philosophy at the 1000-2000 level, or permission of professor

4410. Selected Topics in Philosophy. (3) Fall 2001

A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.

Prerequisite: At least one prior course in philosophy at the 1000-2000 level, or permission of professor

Area V: Church Leadership Courses (RLGN)

3510. Christian Education in the Local Church. (3) Fall 2001

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

Prerequisite: A religion core course

3520. Christian Worship. (3)

The study and practice of Christian worship in its historical and contemporary contexts. Topics will include the theology of worship, sacraments, liturgy, and the place of music in worship.

Prerequisite: A religion core course

3530. Christian Formation. (3) Spring 2002

The study of spiritual formation through the lifespan, in conversation with theories of human maturation from the social sciences.

Prerequisite: A religion core course

3540. Youth Ministry. (3)

The study and practice of ministry to persons from adolescence through young adulthood.

Prerequisite: A religion core course

3550. Internship. (3-6) Fall, Spring, Summer
Supervised participation in the local church setting. May be repeated for credit up to 6 hours.

Prerequisite: Two courses from Area V

Area VI: Capstone Courses (RLGN)

4610. Selected Topics in Religion. (3)

A seminar course on a major subject of concern based on individual research and assigned readings.

Prerequisite: Permission of professor

4620. Honors Thesis. (3) Fall 2001

Prerequisite: Application to Church Leadership Program Director

4621. Honors Thesis. (3) Spring 2002

Prerequisite: Application to Church Leadership Program Director



SPEECH

Course Description (SPCH)

1105. Speech Fundamentals. (3)

A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative and persuasive.

Only offered to students who have not completed basic requirements prior to Fall of 2000.



THEATRE ARTS

Introduction

The Department of Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts program are experienced, working professionals. We offer professional summer theatre opportunities in both New York and New Hampshire. With the belief that theatre is both an art form and a business the curriculum provides a strong undergraduate foundation in theatre performance, design/production and literature.

Offering a B.A. in Theatre Arts, majors are required to complete a 30-hour core curriculum in theatre arts designed to foster an appreciation for, and an understanding of, each area of theatre. In addition, 9 specific track courses and 6 practicum hours are required to complete the theatre arts degree composed of 45 total major hours.

Objectives

The following objectives are established as a basis for the training program in Theatre Arts. Upon application for graduation, the Theatre Arts major will be expected to:

- understand the basic theoretical concepts behind each of the three major areas within the discipline: performance, design/production and literature.
- have an extensive artistic vocabulary in their specific area of concentration.
- have the technical knowledge pertaining to the student's chosen area of concentration, but not limited to it.
- demonstrate an understanding of auditioning and/or portfolio presentation.
- be knowledgeable of viable avenues of employment and sources noting such information.
- have an understanding of opportunities for graduate studies and employment in theatre and the performing arts.

Graduation Requirements for the Theatre Arts Major

A student graduating with a major in Theatre Arts must meet all of the following criteria:

- a. Satisfactory completion of all degree requirements as outlined in the catalogue.
- b. Participation in all departmental productions and activities, including auditions, production crews, work calls and production strikes as assigned by faculty.
- c. Attendance at all scheduled departmental meetings and activities.

Admission to the Theatre Arts Major

In order to be admitted and to continue as a Theatre Arts major, a student must meet the following criteria:

- A. Overall grade point average of 2.25 or better. Scholarship recipients must maintain a 3.0 grade point average or better.
- B. Writing proficiency—a grade of C or better in English 1101, 1102
- C. Theatrical Proficiency—a grade of C or better in all Theatre Arts courses
- D. Prognosis for Success— evaluation during Theatre courses pertinent to:
 - 1) attendance
 - 2) attitude
 - 3) cooperation
 - 4) oral and written skills
 - 5) enthusiasm and dedication to the Theatre Arts program
- D. Transfer students wishing to continue as a Theatre Arts major must provide evidence of all of the above plus the following:
 - 1) past participation in departmental productions
 - 2) recommendations of at least two theatre faculty from the transferring institution
 - 3) acceptance as a major is subject to approval by a majority of the LaGrange College Theatre Arts faculty

A student that does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be re-evaluated by the Theatre Arts faculty. If it is determined that the student has failed to meet the above criteria satisfactorily, the student may be removed as major, and any theatre scholarships revoked.

Requirements for the Theatre Arts Major

A total of 45 semester hours are required for the Theatre Arts major.

Core Requirements (30 hours):

THEA 1101 Drama Survey I	3 hrs.
THEA 1102 Drama Survey II	3 hrs.
THEA 1184 Acting I	3 hrs.
THEA 2295 Movement for the Actor	3 hrs.
THEA 2210 Voice and Diction	3 hrs.
THEA 1180 Stagecraft	3 hrs.
THEA 2110 Introduction to Design	3 hrs.
THEA 2200 Stunts/Fights for Stage, TV and Film I	3 hrs.
THEA 2330 Script Analysis	3 hrs.
THEA 4484 Senior Thesis	3 hrs.

Track Courses---3 of the following (9 hours):

Performance Track

THEA 2201 Stunts/Fights for Stage, TV and Film II	3 hrs.
THEA 3370 Directing	3 hrs.
THEA 3345 Musical Theatre	3 hrs.
THEA 4451 Auditioning	3 hrs.
THEA 2286 Makeup	3 hrs.
THEA 3305 Period Styles	3 hrs.
THEA 3310 Playwriting	3 hrs.
THEA 2351 Acting II	3 hrs.
THEA 3420 Stage Management	3 hrs.

Design/Technical Track

THEA 3360 Scenic Design	3 hrs.
THEA 3381 Lighting Design	3 hrs.
THEA 3385 Costume Design	3 hrs.
THEA 2283 Stage Management	3 hrs.
THEA 2286 Makeup	3 hrs.
THEA 3420 Theatre Management	3 hrs.

Practicum

6 hrs.
45 hrs.

Requirements for the Theatre Arts Minor

THEA 1101 Drama Survey I	3 hrs.
THEA 1184 Acting I	3 hrs.
THEA 1180 Stagecraft	3 hrs.
THEA 2110 Intro to Design	3 hrs.
THEA 2330 Script Analysis	3 hrs.

Practicum

3hrs.

18 hrs.

Course Descriptions (THEA)

1101. Drama Survey I. (3) *

A survey of the discovery of theatre beginning in ancient Greece continuing through the rise of Realism. Students will study theatre as a developed art form through the reading, viewing and discussion of plays representing diverse eras of history.

Drama Survey II may be taken independently of Drama Survey I.

1102. Drama Survey II. (3) *

A survey of the discovery of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through the reading, viewing and discussion of plays representing diverse eras of history.

Drama Survey II may be taken independently of Drama Survey I.

1180. Stagecraft. (3) *

A course designed to provide the student with theoretical and working knowledge of technical theatre. Course may include basic building components, tools and materials, equipment and shop layouts supporting all areas of design. Students will participate in the mounting of a departmental production.

1184. Acting I. (3) *

A course designed to introduce students to the fundamentals of acting for the stage. Course will include achievement of a simple objective, self and sensory awareness, relaxation, concentration and beginning scene and text analysis.

2110. Introduction to Design. (3)

A course designed to introduce students to the fundamental elements of all areas of design and technical production and the importance of collaboration between each area.

2200. Stunts /Fights for Stage, TV and Film I. (3) *

Performance course covering basic stage movement, acrobatics, faints, falls, slapstick comedy, hand-to-hand combat, and weapons when applicable.

2201. Stunts/Fights for Stage, TV and Film II. (3) *

A continuation of THEA 2200, adding period weaponry such as, but not limited to quarterstaff, broadsword, rapier, dagger, food fights, etc. for the stage.

2205. Movement for the Actor. (3) *

A course designed to develop body awareness by exploring movement connected to impulse and instinct, focusing on integration of the mind, body and spirit.

2210. Voice and Diction. (3)

To introduce students to the process of voice production, methods of freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

2283. Stage Management. (3)

A course designed to provide student with introduction to, and basic training in, the area of stage management.

2285. Theatre Practicum. (1)

A course designed for participation in various aspects of dramatic production including acting, scenery, costume construction, lighting, box office, promotion, house management and run-crews.

Prerequisite: Roles/responsibilities for credit must be approved by faculty.
(May be repeated 6 times for credit.)

2286. Makeup for the Stage. (3) *

A study in the theories and application of stage makeup. Topics may include corrective, old age and character makeup, as well as prosthetics.

2330. Script Analysis. (3)

A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturg and/or technician with basic guidelines for text analysis. Student will develop and utilize skills to thoroughly analyze text.

Prerequisite: Consent of Instructor

2351. Acting II. (3)

A continuation of THEA 1184 which explores further character development through advanced scene work and improvisational exercises, to encourage students to take risks and to broaden their vocabulary and knowledge of current trends and opportunities in the theatre.

Prerequisite: THEA 1184

3272. Creative Dramatics. (3) On Demand

A course which introduces methods of creating, designing and utilizing drama to enhance teaching skills and foster the educational development of students.

Highly recommended for early childhood and secondary education majors.

3305. Period Styles of Acting. (3)

A course designed to introduce students to period styles of acting and movement which may include: Greek, Elizabethan, Comedy of Manners, Farce, Realism and the Theatre of the Absurd. Course also may include mask work.

Prerequisites: THEA 1184, THEA 2351

3310. Playwriting/Screenwriting. (3)

A course designed to stimulate critical and creative thinking through the creation of original material. Students will be guided in the completion of writing a play/screenplay.

Prerequisite: THEA 2330 or consent of instructor.

3345. Musical Theatre. (3)

A practical study of techniques and styles of musical theatre which may include: beginning audition, acting and staging, performing musical theatre selections.

Prerequisite: THEA 1184

3360. Scenic Design. (3)

A course that introduces the student to drawing and drafting skills in preparation for the task of design. These skills include perspective drawing with highlight and shadow, use of color and selected rendering materials and techniques.

Prerequisite: THEA 2110

3370. Directing. (3)

A course designed to introduce students to the director's role in interpreting, choosing, rehearsing and staging a play. Course includes direction for performance of a short play.

Prerequisites: THEA 1184, THEA 2110, THEA 2330

3381. Lighting Design. (3)

A course that introduces the student to stage lighting with a series of practical design projects.

Prerequisite: THEA 2110

3385. Costume Design. (3)

A course that acquaints the student with the basic skills needed to design theatrical costumes, which includes patterning and cutting/draping.

Prerequisite: THEA 2110

3420. Theatre Management. (3)

A course which introduces the fundamentals of management as they apply to Theatre Arts. Course will investigate and navigate through the conflicting issues, strategies and opportunities in management in the Arts.

4451. Auditioning. (3)

A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, resume, headshots, audition selection material and compilation of an audition portfolio.

Prerequisite: THEA 1184

4470-2 Special Topics. (1-3)

A series of courses designed to provide students with advanced material/study in either performance or design tracks.

Prerequisite: Consent of Instructor

4484. Senior Thesis. (3)

A course in which senior Theatre Arts majors bring their training and emphasis into focus. Senior thesis projects may be track-specific special projects in acting, design, directing, stage-managing or playwrighting.

All proposals must be approved by the Department Chair and are subject to scheduling and faculty supervisory commitments.

***Denotes courses in Theatre Arts that may satisfy Fine Arts requirement in Core Curriculum.**

WOMEN'S STUDIES

Introduction

Women's Studies is an interdisciplinary field of study which complements a liberal arts education by drawing upon a variety of disciplines to gain a critical awareness of the female experience. In developing this awareness and in presenting its diversity, courses explore gender as well as race, ethnicity, culture, age and social class as categories of analysis. While exploring these issues, the courses also promote the development of skills in critical thinking, speaking, and writing. Courses focus on women's past and present roles in culture, politics, the family, the arts and sciences, health care business, and religion.

Objectives

A minor in Women's Studies consists of twelve semester hours: Three of which must be WMST 1101: Introduction to Women's Studies. Of the remaining nine hours, six must be taken at the 3000 level. This flexibility coupled with the interdisciplinary nature of the field, permits students to design a minor which best reflects their academic and future career interests. (Only cross-listed courses taken during or after the fall of 2000 may be applied to the minor in Women's Studies.)

Course Descriptions (WMST)

1101: Introduction to Women's Studies (3) Fall 2002

This course will provide a better understanding of the female experience and the evolution of women's roles within one's own culture and that of others. In developing this understanding emphasis will be placed on the great diversity of women's individual lives by considering such factors as race, age, marital, and class status.

Cross-listed Courses

WMST 3247/HUSV 2247: The Family (3) Fall 2001

WMST 3312/ENG 3345: The rise of the English Novel (3)

WMST/3320/RLGN 3320: The Ethics of Sexuality, Marriage, and Gender (3)

WMST 3340/ENG 3340: Restoration and Eighteenth Century English Literature (3) Spring 2002

WMST 4500/LIBR 4500: Advanced Library Research in the Sciences (2)

WMST 4400/LIBR 4400: Advanced Library Research in the Social Sciences and Humanities (2)

(Under current study and development is the possibility of cross listing: HUSV 2243: Social Problems. Also, interim term courses are currently being designed.)



FACULTY, TRUSTEES AND ADMINISTRATION

Faculty

David Oki Ahearn (1995)

Associate Professor of Religion and Philosophy; Chair, Division of Humanities
B. A. Austin College; M.Div., Southern Methodist University; Ph.D., Emory
University

Nancy Thomas Alford (1969)

Assistant Professor of Health and Physical Education
B.S. Georgia College; M.S., University of Tennessee

Toni P. Anderson (1999)

Associate Professor of Music
B.M., Lamar University; M.M., New England Conservatory of Music; Ph.D.,
Georgia State University

Kim Barber (1995)

Associate Professor of Theatre Arts
B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Charlene Baxter (1976)

Assistant Professor; Librarian for Public and Technical Services
A.B., West Georgia College; M.L.S., George Peabody College for Teachers

Jon Birkeli (1987)

Ely R. Callaway, Sr. Professor in International Business; Chair, Division of
Business
A.B., Lenoir-Rhyne College; Ph.D., University of South Carolina

Sandra Blair (2000)

Assistant Professor of Nursing
B.S.N. LaGrange College; M.S.N., Georgia State University

Marcia Langham Brown (1996)

Assistant Professor of Art and Design
B.F.A., Guilford College; M.F.A., University of Georgia

- Joseph J. Cafaro (1984)
Professor of History
A.A., Manatee Junior College; B.A., Florida Atlantic University; M.A., Ph.D.,
Florida State University
- John Granger Cook (1994)
Associate Professor of Religion
B.A., Davidson College; M.Div., Union Theological Seminary; Ph.D., Emory
University
- Roland B. Cousins (1990)
Professor of Management
B.S., M.S., Virginia Polytechnic Institute; D.B.A., Indiana University
- Mary Lou Dabbs (1999)
Assistant Professor; Electronic Resources Librarian
B.A., Florida Presbyterian College; M. Ln., Emory University
- Nina Dulin-Mallory (1989)
Associate Professor of English
B.A., Clemson University; M.Ed., LaGrange College; Ph.D., Auburn University
- Sue M. Duttera (1990)
Professor of Chemistry/Physics; Chair, Division of Natural Sciences and
Mathematics
B.S., Ph.D., Duke University
- Steven Earl Edwards (1992)
Associate Professor of Theatre Arts
B.A., Texas Wesleyan University; M.A., University of Arkansas; Ph.D., Texas
Tech University
- Charles H. Evans (1981)
Professor of Psychology
B.S., M.S., Ph.D., University of Georgia
- Anton Flores (1999)
Assistant Professor of Human Services
B.S.W., Georgia State University; M.S.W., University of Georgia
- Carlie Frederick (1999)
Assistant Professor of Nursing
B.S.N., M.S.N., Wayne State University

- Gordon Jeffrey Geeter (1990)
 Assistant Professor of Health and Physical Education
 A.S., Andrew College; B.S., Tennessee Wesleyan College; M.S.S., United States Sports Academy
- Luke K. Gill, Jr. (1971)
 Professor of Human Services
 B.B.A., University of Georgia; J.D., John Marshall Law School; M.S.W., University of Georgia
- Reverend Alecia C. Glaize (2001)
 Assistant Professor of Church Leadership; Director of Church Leadership
 B.A., Huntingdon College; M.Re., Claremont School of Theology
- F. Stuart Gulley (1996)
 Assistant Professor of Religion; President
 B. A., Vanderbilt University; M.Div., Emory University; Ph.D., Georgia State University
- Heather A. Haas (2001)
 Assistant Professor of Psychology
 B.S. Rocky Mountain College; M.S. University of St. Andrews; Ph.D. University of Minnesota
- Jenny Hampton (2000)
 Assistant Professor of Business
 B.S. University of Georgia; MTx Georgia State University; J.D. University of Chicago
- Annette Harrilson (1999)
 Assistant Professor of Nursing
 A. A., B.S.N., LaGrange College; M.S.N., Georgia State University
- Jennifer S. Harrison (1995)
 Associate Professor of Education, Chair, Division of Education
 Baccalaureate, University of Warwick; M.Ed., University of Colorado; Ph.D., University of Florida
- Celia G. Hay (1996)
 Assistant Professor of Nursing
 Diploma, Piedmont Hospital School of Nursing; M.S., Georgia State University
- Bryan A. Hearn (2000)
 Assistant Professor of Chemistry
 B.S., University of Georgia; Ph.D. University of Florida

- B. Joyce Hillyer (1995)
Associate Professor of Education
A.S., Southern Union State Junior College; B.S., M.Ed., Ed.D. Auburn University
- S. G. Hornsby (1966)
Professor of English
B.S.Ed., M.A., University of Georgia; Ph.D., Auburn University
- John C. Hurd (1974)
Professor of Biology
B.S., Alabama College; M.S., Ph.D., Auburn University
- Lee E. Johnson (1990)
Fuller E. Callaway Associate Professor of Music
B.A., Auburn University; M. M., Indiana University
- Sandra K. Johnson (1983)
Professor of Health and Physical Education; Director of the Core Program and Interim Term
B.A., Concordia College; M.Ed., University of Arizona; Ed.D., University of North Carolina-Greensboro
- Dorothy M. Joiner (2001)
Lovick Corn Professor of Art History
B.A., St. Mary's Dominican College; M.A., Emory University;
Ph.D., Emory University
- Donald Jolly (1961)
Professor of Mathematics
B.S. University of Southern Mississippi; M.S. University of Illinois; Ph.D. Auburn University
(Retired from full-time teaching in 1995)
- Charles P. Kraemer (1978)
Professor of Psychology; Chair, Division of Social and Behavioral Sciences
B.A., LaGrange College; M.S., Ph.D., University of Georgia
- John D. Lawrence (1970)
Fuller E. Callaway Professor of Art and Design Chair, Fine Arts Division;
Director, Lamar Dodd Art Center
B.F.A., Atlanta College of Art; M.F.A., Tulane University
- Tracy L. R. Lightcap (1991)
Associate Professor of History and Political Science
A.B., University of the South; M.A., University of South Carolina; Ph.D., Emory University

- Donald R. Livingston (2001)
 Assistant Professor of Education
 B.S. Drexel University; M.Ed. West Chester University; Ed. D. Georgia Southern University
- Sarah Beth Mallory (1993)
 Assistant Professor of Biology
 B.S., M.S., University of Georgia
- Greg A. McClanahan (1988)
 Professor of Mathematics
 B.S., M.S., Auburn University; Ph.D., Clemson University
- William J. McCoy, IV (1991)
 Associate Professor of Chemistry/Physics; Director of Institutional Research and Planning
 B.S., Yale University; Ph.D., University of North Carolina
- John McKinnon (2001)
 Associate Professor of Music
 B.M., University of Iowa; M.M., University of Toronto;
 Ph.D., University of Iowa
- Lisa D. McNary (1999)
 Assistant Professor of Business
 B.A. Louisiana State University; M.S. Lamar University; Ph.D. Ohio State University
- Frederick V. Mills (1967)
 Professor of History
 A.B., Houghton College; S.T.B., Temple University; M.Th., Princeton University;
 M.A., Ph.D., University of Pennsylvania
- Francis A. O'Connor (1997)
 Assistant Professor of Latin American Studies
 B.A., University of Pennsylvania; M.A., Idaho State University; Ph.D., University of Iowa
- William G. Paschal (1994)
 Associate Professor of Biology
 B.S., Saint Joseph's College; Ph.D., Indiana University School of Medicine
- Loren L. Pinkerman (1998)
 Assistant Professor; Director of the William and Evelyn Banks Library
 B.A., Westmar College; M.A.T., Colorado State University; M.L.S., Indiana University

- Amanda R. Plumlee (1996)
Associate Professor of Latin American Studies and Modern Languages
B.A., M.A., Ph.D., University of Tennessee
- Margaret Reneke (1999)
Assistant Professor of Art and Design
B.F.A., University of Georgia; M.F.A., Virginia Commonwealth University
- Fay A. Riddle (1980)
Professor of Computer Science
B.S., H. Sophie Newcomb College of Tulane University; M.S., Ph.D., University of Florida
- Arthur Robinson (1998)
Assistant Professor; Public Services Librarian
B.A., Trinity College; M.L.S., Ph.D., Indiana University-Bloomington
- Lydia W. Rosencrants (1999)
Assistant Professor of Accountancy
B. S., University of Richmond; Ph.D., Michigan State University
- Maranah A. Sauter (1983)
Professor of Nursing; Chair, Division of Nursing
A.A., B.S., Georgia Southwestern College; M.S., Georgia State University; Ph.D., Medical College of Georgia
- Laine Allison Scott (1998)
Assistant Professor of English
B.A., The College of William & Mary; M.A., Middlebury College; M.A., Salisbury State University; Ph.D., University of Alabama
- George Michael Searcy (1966)
Associate Professor of Mathematics
A.B., LaGrange College; M.S., Auburn University
- Bailey Brooks Shelhorse, Jr. (1968)
Professor of Mathematics and Computer Science
A.B., LaGrange College; M.A., Louisiana State University; M.Ed., Washington State University; M.S., University of Evansville; Ph.D. Georgia State University
- Kevin L. Shirley (1998)
Assistant Professor of History
B.A., M.A. (history), M.A. (religion), Ph.D., Florida State University

- Jay K. Simmons (1997)
Associate Professor of Political Science; Vice President for Academic Affairs and Dean
B.A., Birmingham-Southern College; M.A., Ph.D., University of Alabama
- Jack C. Slay, Jr. (1992)
Associate Professor of English
B.A., M.A., Mississippi State University; Ph.D., University of Tennessee
- Julie Z. Sneath (1999)
Assistant Professor of Marketing
B.S., The University of Arkansas; M.S., Ph.D., Georgia State University
- Timothy N. Taunton (1984)
Professor of Art and Design
B.A., University of Arkansas-Little Rock; M.F.A., Louisiana State University
- Brenda W. Thomas (1989)
Associate Professor of English
A.B., Samford University; M.A., Auburn University; Ph.D., Georgia State University
- Leslie D. Thomas (2001)
Assistant Professor of Theatre Arts
B.A., SE Oklahoma State University; M.A., University of Oklahoma
- Dara V. Wakefield (1996)
Associate Professor of Education
B.A., Southwest Baptist College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Baylor University
- John M. Williams (1989)
Associate Professor of English
B.A., M.A., Auburn University; Ph.D., Georgia State University
- Phillip R. Williamson (1969)
Associate Professor of Health and Physical Education; Director of Athletics
B.S., M.S., Troy State University
- Carol M. Yin (1991-1994, 1996)
Associate Professor of Mathematics
B.S., M.A.M., Ph.D., Auburn University
- Kuo-chuan Yin (1994)
Associate Professor of Mathematics
B.S., National Chung Hsing University; M.S., Ph.D., Auburn University

Adjunct Faculty

Ethyl L. Ault

Instructor of Education

M.Ed., Georgia State University

James Anthony Criswell

Instructor of Music

B. Med., Columbus State University; M.M., Samford University

Jerean C. Grau

Instructor of Nursing

B.S. University Medical College of Virginia; Pharm.D. University of Florida

Katherine Langham

Instructor of Math

B.A. Lipscomb University; M.A.M. Auburn

Shawn H. Lieth

Instructor of General Science

B.S. and M.S. University of Georgia

Debbie Ogle

Instructor of Music

B.S. University Montevallo; M.M. University of Alabama

Allison Orr

Instructor of English

B.A., M.Ed., Auburn University

Christiane B. Price

Instructor of Modern Foreign Language

M.A., Freie Universitat; Ph.D., Emory University

Tracy Clahan Riggs

Instructor of Theatre Arts

B.F.A., Catholic University; M.F.A., Florida Atlantic University

Thomas P. Steele

Instructor of Religion

B.A., Newberry College; M. Div., Lutheran School of Theology; D. Min., McCormick Theological Seminary

Writer in Residence

Michael Bishop

M.A., University of Georgia; L.H.D., LaGrange College

President Emeritus

Walter Y. Murphy

A.B., Emory University; M.Div., Emory University; LL.D., Bethune-Cookman College; D.D., LaGrange College (1980-1996)

Retired Faculty Members

Professors Emeritus

Sybil L. Allen, B.S., M.Ed., Ed.D. (1976-1994)

Santiago A. Garcia, B.A., M.A., Ph.D. (1977-1995)

Arthur M. Hicks, A.B., M.S., Ph.D. (1950-1986)

Frank A. James, B.S., M.Ed., Ph.D. (1982-2001)

Richard Donald Jolly, B.A., M.S., Ed.D. (1961-1995)

Evelyn B. Jordan, A.A., B.S., M.Ed., Ed.D. (1977-2001)

Walter Dickinson Jones, A.B., M.A., Ph.D. (1962-1982)

Frank R. Lewis, A.B., M.L.S. (1973-1996)

Charles Franklin McCook, A.B., S.T.B., S.T.M., Ph.D. (1961-1994)

Maynard L. Reid, B.S.E., M.S.E., Ed.D (1973-1995)

John L. Shibley, B.S., M.S., Ph.D. (1950-1986)

Associate Professors Emeritus

Julia B. Burdett, A.A., B.A., M.P.E., M.S.W.

Patrick M. Hicks, B.S., M.S.

Assistant Professors Emeritus

Martha M. Estes, B.A., M.A. (1982-1991)

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* Polly C. Miller, Columbus, Georgia	2003
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President, Student Government Association.....	Ex Officio
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* Charles W. Smith, LaGrange, Georgia	2005
* John W. Stewart, Jr., LaGrange, Georgia	2002
James L. Waits, Atlanta, Georgia	2004
* Almonese Brown Clifton Williams, Atlanta, Georgia.....	2002

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David C. Hancock, Decatur, Georgia

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Linda R. Buchanan, Vice President and Dean for Student Life and Retention
F. Stuart Gulley, President
Walter Y. Murphy, President Emeritus
B. David Rowe, Vice President for Advancement
Jay K. Simmons, Vice President for Academic Affairs and Dean
Phyllis D. Whitney, Executive Vice President for Administration

Legal Counsel

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Lovick P. Corn, Columbus, Georgia
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John J. Flynt, Jr., Griffin, Georgia
Clifford C. Glover, West Point, Georgia
Edwin M. Gore, LaGrange, Georgia
Charles D. Hudson, LaGrange, Georgia
J. Smith Lanier, II, West Point, Georgia
Lewis R. Morgan, LaGrange, Georgia
J. Gardner Newman, LaGrange, Georgia
Howard R. Park, LaGrange, Georgia

L. Henderson T aylor, Jr., LaGrange, Georgia
D. Randall Williamson, Avondale Estates, Georgia

Administrative Officers and Staff

President's Cabinet

Frank Stuart Gulley (1996) – President

B.A., Vanderbilt University; M.Div., Emory University; Ph.D., Georgia State University

Quincy D. Brown (1997) – The Elizabeth Walker Lanier Campus Minister

B.S., DeVry Institute of Technology; M.Div., Emory University

Linda R. Buchanan (1997) – Vice President and Dean for Student Life and Retention

B.S. George Williams College; M.S., Eastern Kentucky University; Ph.D., Georgia State University

Dean A. Hartman (2000) - Director of Communications and Marketing

B. S., Clarion University of Pennsylvania

B. David Rowe (2000) – Vice President for Advancement

B. S., Southwestern University; M.Div., Emory University

Jay K. Simmons (1997) –Vice-President for Academic Affairs and Dean

B.A. Birmingham-Southern College; M.A., Ph.D., The University of Alabama

Phyllis D. Whitney (1998) –Executive Vice President for Administration

B.S., M.A., Murray State University

Administrative Staff

Lisa	Adams	(2000)	Director, Career Counseling and Placement
Teresa	Allen	(1994)	Administrative Assistant-Financial Aid Office
Charles	Anderson	(2000)	Director of Development
Rebecca	Anderson	(2000)	Secretary, Social and Behavioral Sciences
Charlene	Baxter	(1976)	Librarian for Public and Technical Services, Library
Sande	Beavers	(2000)	Facilities/Events Coordinator
Dana	Becker	(2000)	Director of Student Activities
Jackie	Belcher	(2000)	Financial Aid Counselor
Justin	Bishop	(2000)	Baseball, Graduate Assistant Coach
James	Blackwood	(1997)	Director of Information Systems
Dee	Bradley	(1992)	Secretary, Education Division

Kelly	Britsky	(1997)	Women's Basketball and Volleyball Coach, Senior Women's Administrator
Quincy D.	Brown	(1997)	The Elizabeth Walker Lanier Campus Minister
Susan	Brown	(1999)	Swimming Coach
Linda R.	Buchanan	(1997)	Vice President and Dean for Student Life and Retention
Bryan	Burgess	(1999)	Women's Basketball Assistant Coach, Cross Country Coach, Sports Information Director
Joe	Cambron	(1998)	Men's Head Basketball Coach
Becky	Carter	(1999)	Accounts Receivable Specialist, Business Office
Austin P.	Cook, III	(1981)	Postmaster
Diane	Cooper	(1998)	Coordinator of Administrative Services
Mary Lou	Dabbs	(1999)	Electronic Resources Librarian, Library
Ashley	Davis	(1999)	Counselor, Admission
Jennifer	DeMooney	(1999)	Women's Basketball Graduate Assistant Coach, Volleyball Graduate Assistant Coach, Sports Information Assistant
Sandra	Dennis	(1972)	Human Resources Specialist
Peter	Doig	(1999)	Swimming Coach
Matt	East	(2001)	Counselor, Admission
Vicky	Ellis	(1995)	Resident Director of Boatwright Dorm
Valerie D.	Enenbach	(1996)	Director of Aquatics
Lisa K.	Farrow	(1991)	Circulation Manager and Assistant to the Director of the Library
Brandon	Fetner	(1999)	Database Administrator, Information Systems
Michael	Fouts	(2000)	Network Manager, Information Systems
Kara	Fowler	(2001)	Administrative Assistant, LaGrange College at Albany
Delaine	Gay	(2000)	Administrative Assistant, Evening College
Andy	Geeter	(1997)	Director of Admission
G. Jeffrey	Geeter	(1990)	Men's Soccer and Tennis Coach
Stacy	Gorman	(2000)	Assistant Director of Publications and Web Development, Resident Director of Pitts Dorm
F. Stuart	Gulley	(1996)	President
Susan A.	Hancock	(1975)	Secretary, Alumni and Parent Relations
Shirley	Harrington	(1997)	Assistant to the Director of Institutional Research and Planning
Dean	Hartman	(2000)	Director of Communications and Marketing
Warren	Haynes	(1998)	Men's Basketball Assistant Coach
Wylene	Herndon	(1979)	Parking
Jimmy G.	Herring	(1974)	Registrar
Kevin	Howard	(1999)	Baseball Coach
Patti	Hoxsie	(2000)	Assistant Controller, Business Office
Dusty	Hubbard	(1999)	Baseball Assistant Coach
Jennifer	Hull	(1999)	Assistant to the Vice President for Advancement
Robin	Hurst	(1999)	Secretary, Division of Humanities

Marvin	Johnson	(1996)	Assistant to the Vice President for Academic Affairs and Dean
Sandra	Johnson	(1983)	Director of Core Program and Interim Term
Lori	Knopp	(1998)	Secretary, Division of Nursing
Catherine	Kostilnik	(1993)	Director for Community Studies
Susan A.	Laforet	(1994)	Secretary, Division of Natural Sciences and Mathematics and Institutional Research and Planning
Anita	Laney	(1974)	Bookstore Director
Todd	Levens	(2000)	Counselor, Admission
Gary	Lucero	(1999)	Men's Soccer, Graduate Assistant Coach
Dawn	Marrin	(2000)	Secretary, Development
Kirby H.	McCartney	(1983)	Administrative Assistant, Student Development Office Resident Director of Turner Dorm
William	McCoy	(1991)	Director of Institutional Research and Planning
Melissa	McDonald	(1983)	Administrative Assistant, Registrar's Office
Linda	McGill	(2000)	Switchboard Operator/Receptionist
Patricia A.	McKay	(1998)	Administrative Assistant, Registrar's Office
Linda H.	McMullen	(1999)	Director, Evening College
Carolyn	McNearney	(2000)	Administrative Assistant, Academic Affairs and Dean's Office
Cynthia L.	Miles	(1996)	Assistant Director of Admission
Tiffany	Miller	(1999)	Trainer, Information Systems
Yvonne	Mills	(1986)	Acquisitions Assistant, Library
Brandon	Mobley	(2000)	Systems Analyst, Information Systems
Jackie L.	Morman, Sr.	(1992)	Pool Operations Manager
Sharon	Newton	(2000)	Administrative Assistant, Career Counseling and Placement
Debbie	Ogle	(1997)	Choral Director
Meredith	Parker	(2001)	Counselor, Admission
William	Paschal	(1994)	Assistant Tennis Coach
Loren	Pinkerman	(1998)	Director, William and Evelyn Banks Library
Martha W.	Pirkle	(1994)	Director of Alumni and Parent Relations
Kathy	Pirrman	(2000)	Application Coordinator, Admission
Marty	Pirrman	(1999)	Controller, Business Office
David	Pugh	(2001)	Dean of Students
Michelle	Reeves	(1998)	Financial Aid Assistant
Lee	Richter	(1993)	Golf Coach
Brenda T.	Riley	(1989)	Secretary, Division of Business
Arthur	Robinson	(1998)	Public Services Librarian, Library
Sara	Rockwell	(1999)	Women's Soccer, Graduate Assistant Coach
Tammy	Rogers	(1992)	Director of Donor Relations
David	Rowe	(2000)	Vice President for Advancement
Laine A.	Scott	(1998)	Director of Writing Center
Pamela	Scotto	(1998)	Director of Counseling
Becky	Shiver	(2000)	Receptionist, Admission

Jay K.	Simmons	(1997)	Vice President for Academic Affairs and Dean
Lori	Slay	(1997)	Cataloging and General Assistant, Library
Sylvia	Smith	(1985)	Director, Financial Aid
Nancy	Spradlin	(2001)	Accounting Assistant, Business Office
Barbara	Storie	(1992)	Secretary, Health and Physical Education
Stan	Thangaraj	(2001)	Director of Community Service
Robert N.	Thomas	(1998)	Director, Servant Leadership Initiative
Charles	Thompson	(2001)	Associate Dean and Director of LaGrange College at Albany
Emma S.	Trammell	(1992)	Information Specialist, Admission Office
Glenda	Turner	(1993)	Resident Director of Hawkes Dorm
Darlene R.	Weathers	(1988)	Assistant Manager of Bookstore
Lydia E.	Wheitsel	(1996)	Executive Secretary to the President
Shelly	Whitaker	(1999)	Softball Coach
Tangi	White	(1999)	Assistant Softball Coach
Phyllis D.	Whitney	(1998)	Executive Vice President for Administration
Phillip R.	Williamson	(1969)	Athletic Director
Sandra	Williamson	(1999)	Accounts Payable Specialist, Business Office
Mary	Wilson	(1994)	Resident Director of Henry Dorm
Paul	Wolkoff	(1997)	Athletic Trainer
Nat	Woodrow	(1997)	Women's Soccer Coach, Sports Information Director



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LaGrange, Georgia 30240
(706) 882-2911

Entered as second class matter at the post office at
LaGrange, Georgia 30240, according to the act of
Congress, August 24, 1912. Published monthly except
February, August, and November, by LaGrange College.